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## Evaluating Welfare Reform Measuring Child and Family Well-Being

California Welfare Reform Evaluations  
September 11, 1998 Policy Roundtable

*By Joyce Burris, Ph.D.  
Chloe Bullard*

September 1998

CAFIS-98-03

C A L I F O R N I A   F A M I L Y   I M P A C T   S E M I N A R

# **Evaluating Welfare Reform**

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**September 11, 1998 Policy Roundtable**

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## INTRODUCTION

In August 1996 the Personal Responsibility and Work Opportunity Reconciliation Act (PRWORA) became law. This law restructures the nation's welfare system to focus on the provision of temporary support for poor families. PRWORA replaces the Aid for Dependent Children (AFDC) program and the entitlements to aid and services provided under it with Temporary Assistance for Needy Family (TANF) block grants to states, instituting caps on federal funding instead of matched funding through fiscal year 2002. Parents are required to seek employment or to prepare for employment while receiving assistance under conditions of intensified scrutiny for welfare recipients. PRWORA also imposes new work requirements, limits SSI, Food Stamps and other means-tested public benefits to legal immigrants, and imposes strict restriction on services through use of incentives and sanctions.

The stated goal of TANF is to decrease welfare utilization and increase recipient reliance on wages from jobs. Changes under welfare reform include a 24 month time limit for those presently on welfare to find work or participate in a work activity as defined by the state. There is also a lifetime eligibility limit of five years for participants to receive welfare benefits. States must meet a minimum federally required work participation rate in order to receive full TANF funding. Within general guidelines offered by the federal law, great flexibility is provided for states, and for counties within states with county administered programs, to design welfare programs based largely on local concerns and conditions.

In August 1997, the California Legislature passed and Governor Wilson signed into law statutes conforming the state's welfare programs to PRWORA, including the new CalWORKs program. CalWORKs was implemented in January 1998, and by April 1998, all new applicants were enrolled. By January 1999, all recipients of welfare are to be enrolled in CalWORKs.

### Evaluation of TANF and CalWORKs

Both federal and state statutes require evaluation of welfare reform. (See Appendices B and C, which contain the federal and state evaluation provisions, respectively.) States are mandated to evaluate both the *implementation* of TANF as well as *impact* of the change in welfare programs and service delivery to families that are enrolled in the program. California law contains several evaluation requirements, including requiring each county to evaluate its local CalWORKs program. According to the statutes, some constructs must be included in CalWORKs evaluations (i.e. employment, earnings, self-sufficiency, child care, child support, child well-being, family structure, and impacts on local government).

There are specific provisions requiring measuring the effects of CalWORKs on child well-being, further specifying "(c)hild well-being shall include entries into foster care, at-risk births, school achievement, child abuse reports, and rates of child poverty" (Welfare and Institutions Code Section 11520, et seq.).

Three program implementation evaluation reports, examining efforts at implementation at the county and state levels, are to be finalized by February 1999, February 2000, and February 2001. These studies are to include three components:



- (1) Analysis of selected county programs (Butte, Sacramento, Fresno, San Diego, Los Angeles, and Alameda) designed to meet the CalWORKs' goals of adult self-sufficiency and family well-being, including an analysis of the question, "To what extent did the counties change the way they do business?"
- (2) Analysis of statewide coordination and communication among various social service departments.
- (3) A survey of 58 counties to determine the problems encountered, resolutions reached, and innovations created by the counties in implementing CalWORKs. California's impact evaluation reports of CalWORKs are to be completed by October 2000 and October 2001.

Although much of the content of the impact evaluation research is mandated, the specific design of the evaluation process is not, nor are measurement tools or measurements efforts. Therefore, evaluation studies will vary in design, implementation and quality. Many evaluations will provide important new information about welfare reform and its impact on children and families. However, many studies will be limited in their usefulness. Opportunities to learn about the wide array of evaluation efforts underway and to communicate with others involved in evaluative research may be beneficial and might lead to more useful research projects in the future. As researchers learn from each other, the collaboration process may result in research designs that not only focus on useful outcome measures, but also lend themselves to comparison across indicators.

### **Survey of California Welfare Reform Evaluation Activities Project**

The purpose of the CAFIS survey is to discover what is being done in California to evaluate welfare reform and related issues. Names of study participants were acquired by voluntary responses to a research query sent by e-mail to county offices in California, research centers, private organizations, and others. Questionnaires were mailed to researchers and program officials located in state governments, county welfare agencies, and within private organizations, advocacy groups, academic units, or independent research centers. Additional responses were acquired by "snowball sampling" from word of mouth reports about research being conducted.

Welfare reform evaluators and researchers were asked in the questionnaire to generally describe their research, its purposes and its intended audience. In addition, researchers were asked to describe the research designs used in each study, data collection strategies adopted, target populations selected for study, variables identified for measurement, method of measurement and measurement tools utilized, etc. The information obtained about each of the surveys was provided by researchers conducting the studies, and not by independent sources.

The results of this study are compiled in the following chapters, and are being made available to provide a resource for future researchers who might benefit from knowing the experiences of others when planning or conducting similar evaluation research. Findings from this study will highlight differing approaches to welfare reform evaluation, research design, selection and operationalization of variables, and choice and use of measurement tools. This information is also intended to serve as baseline data for further discussions regarding, among other things, usefulness of indicator data, standardization of measurements, instrument validity and reliability,



data sources in existing California State databases, possibilities of gathering data that can be compared across studies and other topics regarding research usefulness.

An additional motivation for carrying out this study is to open the lines of communication about the evaluation process. The expectation is that profiling these studies will benefit both policymakers and researchers. Policymakers will gain an understanding of what regions of the state are under study, the types of the studies underway and the sources of these efforts. Likewise, researchers will also learn of their colleague's efforts throughout the state, and the nature of each of these studies. This can serve as the basis for better communication and collaboration within the research community, and between state and local program officials and the research community. A long-term goal in compiling this information is to create a climate for researchers to discuss research approaches and possibly to identify important indicators that would be useful to measure across studies.

This research was conducted to complement the September 11, 1998, California Family Impact Seminar (CAFIS) seminar, discussion session and policy roundtable. Representatives from national and state evaluation efforts were featured in the morning session and the afternoon was spent in discussion about design of evaluation research and related issues. It is anticipated that this project and the discussions that emanated from these forums will lead to efforts that expand the data capability to track state-level indicators of how families are managing on CalWORKS.

This is a particularly timely research project, because it falls within the beginning phase of implementing CalWORKs (TANF) and because the state and each county is mandated to evaluate its particular CalWORKs program. During the debates that led to the 1996 passage of the Personal Responsibility and Work Opportunity Reconciliation Act (PRWORA), controversies were explored and predictions were made by both supporters and opponents of the bill. Proponents of welfare reform argued that moving women to jobs would increase their incomes and their ability to provide for and be positive role models for their children. Critics of welfare reform feared that the supply and quality of jobs, transportation, and child-care programs would remain insufficient in the years to come. They predicted that single mothers would be pushed into low paying jobs that would not secure for themselves or their children adequate wages to support themselves. Further, critics feared that welfare moms would be forced to place their children in the hands of unqualified or uncaring child providers, and that their overall quality of life would be adversely affected by this policy shift.

### ***The Value of Indicator and Outcome Data***

To determine the impact of welfare reform, efforts must be made across studies to indicate how children and families are faring. Kristin Moore, President of *Child Trends, Inc.*, advises researchers to consider the advantages of using indicators data because of its advantages over using impact (outcome) data. Impact or outcome data refers to data observed at one point in time that measures, in the case of welfare reform, whether the recipients got jobs and moved off the welfare roles. Indicators help us understand how we are doing compared to others over time. These variables may be part of an intermediate response or a pre-existing condition, situation, or characteristic. They are sometimes called intervening variables. One example used by Moore at the third National Level Meeting of the Planning Phase on the *Project on State-Level Child*

*Outcomes* held in Washington, DC, April, 1997, as she was emphasizing the need to select and use indicators, is the following: “For example if the new policies discourage initial entry into the welfare system, states can determine through indicators data if this is actually occurring.” Impact studies or outcome data will not reveal information useful to determining whether people are discouraged initially from entry, it will only reveal what happens to those individuals who do enter the welfare system (did they get jobs and move off welfare or not?).

Likewise, if individuals on CalWORKs initially get jobs (an outcome measure), but do not keep them for long, policymakers will only know the reasons for the job loss if indicator data is collected. Indicator data on possible situations or pre-existing conditions that led to job loss (i.e. illiteracy, learning disabilities, mental illness, lack of social skills, lack of transportation, medical needs of recipient or children in recipient’s family, reduced job opportunities, closing factories, etc.), would help policymakers. It would make possible more sophisticated analyses of what is wrong and potentially improve welfare services.

All of the studies being reported in the present research were described as policy impact studies or outcome evaluations. Only twelve stated that they were interested in client progress or services to the clients that would involve a special focus on indicators of client progress. Our questionnaire was not detailed enough to indicate whether the studies carefully constructed indicators to measure pre-existing conditions for recipients. The “Welfare Reform Neighborhood Impact Study” in Los Angeles, conducted by the RAND Corp. focuses on community indicators, which includes both outcome measures and indicators or intervening variables.

The present research is hopefully a small beginning step to future communication about these and similar research and policy issues. If the researchers collaborate with each other to anticipate important variables to measure and to perhaps agree to collect data on particular variables for all parents and children, the possibility to compare across studies will be enhanced.

The findings of the “Survey of California Welfare Reform Evaluation Activities” appear in Chapter I. Chapters II contains summaries of the measurement tools and sources for each variable domain, as well as tables depicting organizing categories of measures, variables that fit within the category, and the general strategy for measuring the variable. Finally, Chapter III profiles each evaluation. Readers interested in learning more about one or more of the studies described in this report should contact the researchers directly.

## CHAPTER I: SURVEY OF CALIFORNIA WELFARE REFORM EVALUATION ACTIVITIES PROJECT FINDINGS

In the preface to *Evaluating Welfare Reform: A Guide for Scholars and Practitioners* (1997), Douglas J. Besharov offers his recommendations of criteria for judging evaluations. These are his recommendations for important components of good evaluation research (Besharov, Germanis, & Rossi, 1997, p. v).

- Program ‘Theory’: Does the program or evaluation make sense in light of existing social science knowledge?
- Research Design: Does the research design have both internal and external validity?
- Program Implementation: How does the program actually operate?
- Data Collection: Is the necessary data available and reliable?
- Measurement: Are the key variables valid and can they be measured reliably?
- Analytical Models: Are the data summarized and analyzed by means of appropriate statistical models?
- Interpretation of findings: Are the findings interpreted objectively and do they describe the limitations of the analyses and consider alternative interpretations? Are they placed in the proper policy or programmatic context?

### Program Theory

Every program and every evaluation study is based on beliefs (stated or unstated) about how things work. A theory is a proposed explanation of how things work or a body of principles that guide the study. An evaluation should describe the underlying social problem or the condition that the program is intended to support or ameliorate.

Of the 23 completed questionnaires that we received from participants in this study, less than half (ten) identified at least one theoretical perspective that was guiding their research, and four participants recognized more than one perspective. Of those who identified a theoretical perspective, one identified case control, one identified civil society, one identified child development and psycho-social effects, another identified theories from public policy (unspecified), and three identified program implementation/evaluation, which is more a research technique than a theoretical perspective.

The theory most broadly used was the ecological perspective, which was identified by four of the respondents. This is a perspective initially proposed for use in the social sciences by Urie Bronfenbrenner of Cornell University in 1977, and was borrowed from the biological sciences. It is a perspective that encourages the study of progressive mutual accommodation across four inter-relating systems. The microsystem is the individual in her or his immediate environment. The mesosystem comprises the inter-relationships among major settings in the community. The exosystem is an extension of the mesosystem embracing social institutions and social structures,

while the macrosystem refers to the overarching institutional cultural pattern, economic, social, legal, and political systems. According to this theory, all of these systems interact and impact on each other simultaneously. To study any one system requires the researcher to evaluate how the other systems impact on the target system (the system under investigation in the research).

## **Research Design**

Constructing a research design entails making a number of decisions and necessitates considering trade-offs. Each research approach has its strengths and its weaknesses. Internal validity involves the ability to rule out alternative interpretations to the research findings; and external validity involves the ability to support generalizations from findings to the larger population. The research design that can make the strongest case for external and internal validity is an experimental design. However, it is expensive and logistically more difficult than other designs to implement. An experimental study involves setting up rigorously controlled conditions, to which respondents must respond. It is their reaction which is the primary focus of an experimental design. An experiment must have random assignment of participants to experimental and control groups.

- Two of the respondents to our questionnaire reported using an *experimental design*.
- One respondent is using a *quasi-experimental* design.
- Seven of the studies are using comparison groups.

One study is reported to be using *content analysis*. This is a research method whereby the researcher sifts through a body of communication looking for common items, issues or themes. This is done in a systematic way that renders quantifiable the measurement of items, issues, or themes.

Nine of the twenty respondents are conducting *surveys*, which was the most often used research design among the evaluation studies being reported here. Survey research describes the experiences and attitudes of respondents to questions put forward in survey questionnaires. Researchers often use surveys to explain phenomena, not merely to describe them. In such situations, hypotheses are set up to be tested by relating responses to questions being investigated.

- Two survey studies reported here describe their data as primarily descriptive.
- Three of the survey studies were described as being both descriptive and analytical.
- One survey study was described as being analytical.
- The other three studies were not described in terms of the kind of data generated by the study.

Only one study, “The California Food Monitoring Project,” used survey methods alone. Most of the studies being reported here used survey research methods in combination with other research approaches. The advantage to *triangulation*, using more than one research method, is that if the researcher generates the same findings or conclusions based on the evidence while using different methods, she or he can be more confident of the reliability of the findings in both instances. Ten of the studies being reported here used multiple research methods to investigate the topic of interest to the researchers.

Several of the research methods used by respondents to our questionnaire are generally considered qualitative methods. The methods of data gathering include observations by the researcher, skillful use of open ended and often spontaneous questions. In the method, the researcher strives to be as unobtrusive as possible.

*Participant observation* is used when an entire social unit (i.e. family, group, agency, organization, or community) is of special interest and the researcher wants to capture a holistic picture of the reality of experience for that entire social unit. Researchers using this method usually immerse themselves in the daily experiences of the group, trying not to alter anything by their presence. Six of the studies being reported here are using participant observations.

Two of the studies are described as *ethnographic studies*, which is a research method used primarily in anthropology, whereby the researcher tries to capture the participants interactions in their natural environment as much as possible.

A *case study* usually involves the observations of a single environment (neighborhood, organization, residence, etc.) to gain in-depth information about one or a small number of cases. Five of the studies reported here indicate that they are using case studies. However, the respondents who described their research as using this method did not furnish detailed information about how the data that was to be collected. One study reported using *historical analysis* in its research. Again, the exact way that this was done was not included in the questionnaire response.

*Focus group* research methods are used in eight of the studies being reported here. Focus groups involve pulling together a small group of individuals from the target population to encourage them to express their views on a specific issue or to answer and discuss a set of questions in a group environment. This method may serve several functions in research. It may be used as a starting point when developing research or in developing a survey, to ferret out potential problems in the research design, or it may be used as a source of data to interpret as evidence.

## **Program Implementation**

All of the studies reported in this research are policy impact studies. Presumably the researchers, in designing their studies, would have to find out how the program actually operates and compare that to a description of what it was initially designed to deliver. “Does the program deliver what it was designed to deliver?” is an important question. Equally also important is the question of whether the delivered services actually accomplish their goals by accomplishing the desired effects of the program on the recipients. For example, during the discussions leading up to passage of welfare reform, it was proposed that TANF would lead to a drop in the teen-age pregnancy rates as young women were cut off from entitlements. Finding out if the program actually works to achieve this end would be important in an impact study. (The reader will have to get the details from the authors of each of the evaluation studies as this level of detail was not asked for in the current research study.)

## **Data Collection**

Each form and source and strategy for collecting data has its special concerns that need to be fully and carefully considered during the planning of the research. Finding out where the necessary data is located, whether it is reliable, and how to collect it accurately are important considerations. The decisions regarding sampling and data source and collection involve weighing alternatives and considering the trade-offs.

Sampling designs must be planned carefully with the overall purpose of the research in mind. Random sampling is a method of probability sampling in which members of the sample are selected so that they have as equal a possibility of selection as those not included in the sample. For most research, computer programs generate the randomness by selecting numbered participants.

Seven of the studies reported here have used random sampling techniques. The advantage of this technique is that it greatly increases the probability that the sample will be representative of the “universe” of individuals from which the sample was drawn. Four of the studies are sampling all the individuals in the “universe” of interest to the researchers. Eight studies contain samples that were purposefully selected for specific criteria for the research (i.e. grandmothers raising children on welfare, immigrants, “precarious” families). In contrast, sampling the entire “universe” ensures that the sample is representative of the entire caseload.

## **Data Sources**

Data sources used by respondents to our questionnaire come primarily from administrative data, case records, agency records, and survey data (interview/questionnaires). For some information, case records and administrative data may be the most accurate source. For other information, recipient interviews may be the most accurate source.

The majority of studies reported in the present study utilize a variety of data sources and data collection techniques. This approach can offset the disadvantages of one technique with the advantages of another. It also insures that the data collected is geared specifically to the research questions being asked.

## Advantages and Disadvantages of Data Sources

### *Administrative data, case records and agency records*

- |                                    |  |
|------------------------------------|--|
| <u>Advantages</u>                  | <ul style="list-style-type: none"> <li>• They are a relatively inexpensive source of information since they are already collected for other program purposes</li> <li>• For some variables, they are a more accurate source of information</li> <li>• Data is readily available for entire population</li> <li>• Provides descriptions of services provided and dates indicating--when received</li> <li>• Often contains notes, in individual case records, about observations and special concerns about the individual recipient</li> </ul>   |
| <u>Trade-offs or disadvantages</u> | <ul style="list-style-type: none"> <li>• Data is not rich in why persons need services; in describing who the person is</li> <li>• For some variables, they are not an accurate source of information</li> <li>• Do not explain the welfare experience from the recipient's point of view</li> <li>• Do not contain detailed and rich information about child well-being</li> <li>• Data is shallow, without much detail</li> <li>• Difficult to change the system to collect new data</li> <li>• Common to have missing data</li> <li>• Data quality varies—data may cover only part of the population being studied</li> </ul> |

### *Self-Administered Questionnaires*

- |                                    |   |
|------------------------------------|---|
| <u>Advantages</u>                  | <ul style="list-style-type: none"> <li>• Anonymity protected for the respondent</li> <li>• Can collect a lot of information relatively efficiently and in a relatively short amount of time</li> <li>• Allow researchers to collect data that are best suited for the study</li> <li>• Don't have scheduling problems as with interviews</li> </ul>   |
| <u>Trade-offs or disadvantages</u> | <ul style="list-style-type: none"> <li>• Non-response rate can be a problem</li> <li>• Requires literacy or reading levels or language fluency that might inhibit some respondents from participating</li> <li>• Cannot monitor or review quality or accuracy of data</li> <li>• Mailing costs, distribution difficulties, reminder and collection costs may make this prohibitive</li> <li>• Missing data can be a problem</li> <li>• Reliant on very simple design</li> </ul> |

### *Face to Face Interview Surveys/Observations*

- |                    |  |
|--------------------|--|
| <u>Advantages:</u> | <ul style="list-style-type: none"> <li>• Easier to get respondents to participate than phone surveys (especially after a trust has been established and a connection has been built)</li> <li>• Can clarify any misunderstandings in the questions</li> <li>• Can collect data from observations as well as from questions</li> <li>• Can use follow-up questions that take advantage of an opportunity to learn more</li> <li>• Information garnered is more in-depth, collection can be more thorough</li> <li>• Not reliant on interviewee literacy or reading level to get the information</li> <li>• Can use language translators or interviewers from the same language background as the interviewee</li> <li>• Data can be more reliable on some questions than data in administrative records or than data from questionnaires (opportunity to probe for answers)</li> <li>• Less problems with missing data</li> </ul> |
|--------------------|--|



### Advantages and Disadvantages of Data Sources (page 2)

#### *Face to Face Interview Surveys/Observations (continued)*

- Disadvantages:
- Doesn't guarantee anonymity to interviewee
  - More costly and time-consuming than other methods of data collection
  - Scheduling may be a problem
  - If interviewee is highly mobile, tracking them may be time-consuming, costly, or impossible
  - Bias of interviewee may contaminate data, bias of interviewer/observer may do the same
  - Training of interviewers may be more intensive and costly
  - Do not always have optimal conditions for interview/observations.

#### *Phone Interview/Survey*

- Advantages:
- Less costly than face-to-face interview
  - Data is more in-depth than administrative data
  - Can clarify any misunderstood questions (can probe, give examples, etc.)
  - Better response rate than mailings and less costly as well.

- Disadvantages:
- Lower income respondents may not have a phone
  - Refusal rates and interruptions may frustrate data collection
  - Cannot collect data on observations in home/neighborhood
  - Questions and response categories need to be worded in a simple manner.

*Longitudinal Studies – follow or have a series of contacts with a “cohort” of participants over a long period of time. These studies take into account the complex reactions to experiences of participants related to the variables under study.*

- Advantages:
- Show trends over time
  - Not as vulnerable to the impact of events in the immediate environment that may give misleading data as to “outcome”
  - Useful in making comparisons with other comparable “cohort” studies.

- Disadvantages:
- Relatively time consuming and costly to conduct
  - Attrition (participants drop out of the study, move or disappear)
  - Testing Effects. (As participants learn more about the study, they may try to “please” the researcher, or the researcher may influence the outcome by increased contact with the participants.)

*One Point-in-Time Studies – measure responses of participants at a single contact point.*

- Advantages:
- Less costly and less time consuming to conduct
  - Can get results relatively quickly
  - Participants have less contact with researcher and therefore may be less influenced by researcher.

- Disadvantages:
- Participants in research may not be equivalent to other participant groups, so comparisons cannot be made with validity
  - Results must be interpreted cautiously, because participants may be affected by phenomena in immediate environment.

## **Measurement**

The reliable measurement of variables and the choice of variables to measure (in order to reflect accurately the individual, family, group, program or policy being evaluated) are the heart of a research project. Knowing this, the authors of this current research developed a questionnaire on selection of variables within certain organizing categories is very complete. We thought that if we asked for a lot of detail about the variables being measured, and how, then we could offer readers of our study ideas about conducting their own research, and give them detailed information about the evaluations that are currently underway.

We had expected that researchers would rely more heavily on standardized measurement instruments than has turned out to be the case. We found that administrative data, case records and surveys (apparently created specifically for the particular research in question) were the most common data collection and measurement methods. We have asked individual researchers to share the questionnaires they have developed with us, but those have not been returned yet.

## **Analytical Models and Interpretation of Findings**

Most of the studies that were described by respondents to our questionnaire are currently in the planning or data collection phases, therefore their analytical models and findings are not available. This report examines what is being done in terms of welfare evaluations, with a goal of increasing communication and collaboration during the beginning phase of the research process. If all goes well, these studies and the opportunities for communication assisted by our survey will help researchers and policymakers alike. They may also aid practitioners by identifying challenges to implementation and limitations in services that could make a difference to families and children.

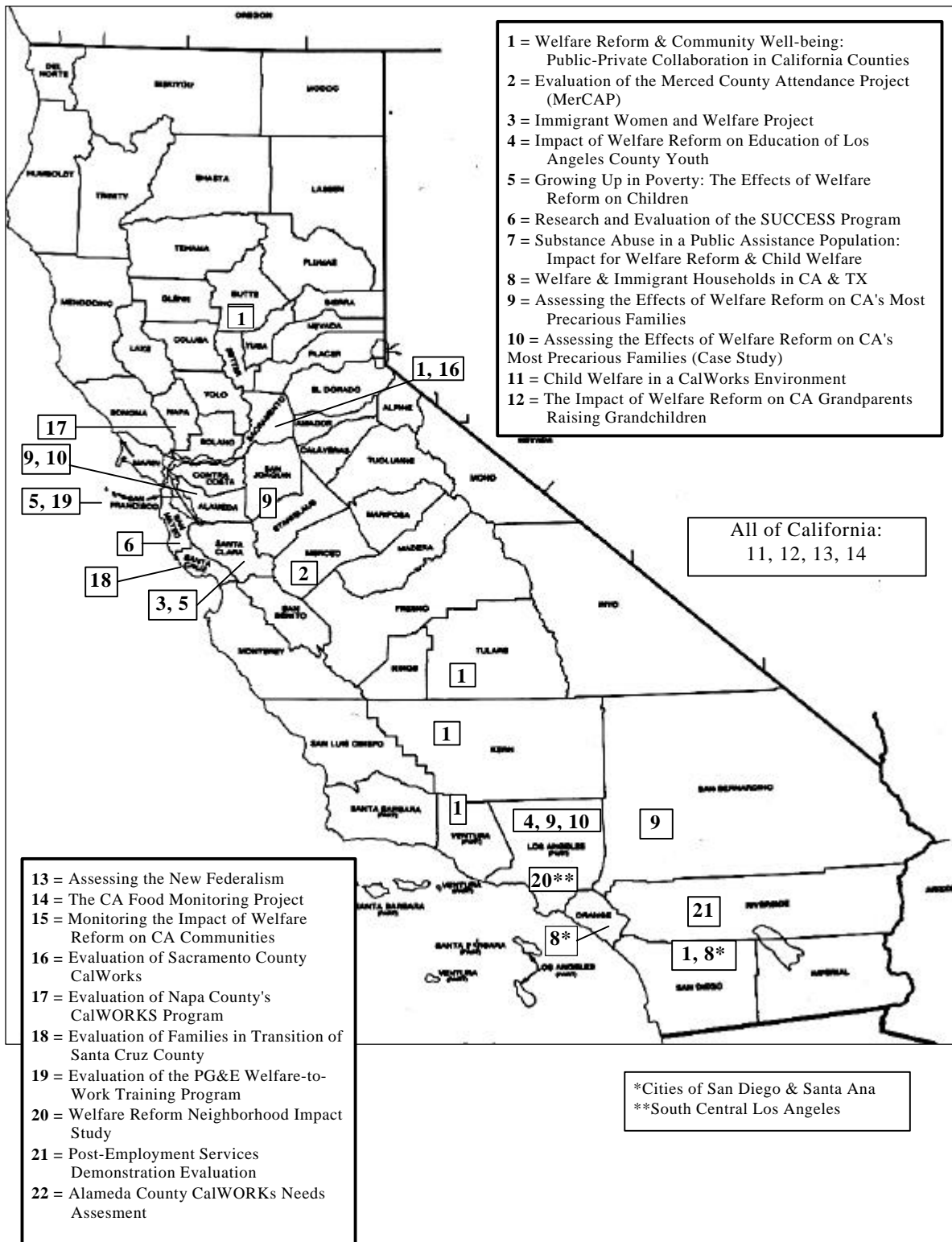


## CHAPTER II: SYNOPSES OF WELFARE AND RELATED RESEARCH STUDIES IN CALIFORNIA

### List and Locations of Welfare Reform and Related Research Studies in California

STUDY (Alphabetical)	LOCATION(S)
1. Welfare Reform & Community Well-being: Public-Private Collaboration in California Counties	Six California Counties: Butte, Kern, Sacramento, San Diego, Tulare, Ventura
2. Evaluation of the Merced County Attendance Project (MerCAP)	Merced County
3. Immigrant Women and Welfare Project	Santa Clara County, C.H.
4. Impact of Welfare Reform on Education of Los Angeles County Youth	Los Angeles County
5. Growing Up in Poverty: The Effects of Welfare Reform on Children	San Francisco City and County and Santa Clara County
6. Research and Evaluation of the SUCCESS Program	San Mateo County
7. Substance Abuse in a Public Assistance Population: Impact for Welfare Reform & Child Welfare	San Diego County
8. Welfare & Immigrant Households in CA & TX	Santa Ana and San Diego, CA; El Paso & Dallas, TX
9. Assessing the Effects of Welfare Reform on CA's Most Precarious Families	Alameda, Los Angeles, San Joaquin and San Bernardino Counties
10. Child Welfare in a CalWORKs Environment	CA (statewide)
11. The Impact of Welfare Reform on CA Grandparents Raising Grandchildren	CA (statewide)
12. Assessing the New Federalism	US, with focus on AL, CA, CO, FL, MA, MI, MN, MS, NJ, NY, TX, WA, WI
13. The CA Food Monitoring Project	CA (statewide)
14. Monitoring the Impact of Welfare Reform on CA Communities	State/county
15. Evaluation of Sacramento County CalWORKs	Sacramento County
16. Evaluation of Napa County's CalWORKS Program	Napa County
17. Evaluation of Families in Transition of Santa Cruz County	Santa Cruz County
18. Evaluation of the PG&E Welfare-to-Work Training Program	San Francisco City and County
19. Welfare Reform Neighborhood Impact Study	South Central Los Angeles
20. Post-Employment Services Demonstration Evaluation	Riverside County, CA; Chicago, IL; San Antonio, TX; and Portland, OR
21. Alameda County CalWORKS Needs Assessment	Alameda County

## Map of Welfare Reform and Related Research Studies in California



Research Methods		Case Study	Ethnographic Study	Focus Groups	Participant Observation	Historical Analysis	Content Analysis	Survey
Study Title								
1)	Alameda County CalWORKs Needs Assessment							X
2)	Assessing the Effects of Welfare Reform on CA's Most Precarious Families*	X		X	X			X
3)	Assessing the Effects of Welfare Reform on CA's Most Precarious Families (Case Study Piece)*		X	X				X
4)	Assessing the New Federalism*	X						X
5)	The CA Food Monitoring Project							X
6)	Child Welfare in a CalWORKs Environment							
7)	Evaluation of Families in Transition of Santa Cruz County				X			
8)	Evaluation of Napa County's CalWORKs Program			X	X			X
9)	Evaluation of Sacramento County CalWORKs							
10)	Evaluation of the Merced County Attendance Project (MerCAP)*			X	X			
11)	Evaluation of the PG&E Welfare-to-Work Training Program			X				X
12)	Growing Up in Poverty: The Effects of Welfare Reform on Children				X			X
13)	Immigrant Women and Welfare Project		X					X
14)	The Impact of Welfare Reform on CA Grandparents Raising Grandchildren							
15)	Impact of Welfare Reform on Education of Los Angeles County Youth							
16)	Monitoring the Impact of Welfare Reform on CA Communities							
17)	Post-Employment Services Demonstration Evaluation							
18)	Research and Evaluation of the SUCCESS Program			X				
19)	Substance Abuse in a Public Assistance Population: Impact for Welfare Reform & Child Welfare						X	
20)	UCLA Study (No Title)							
21)	Welfare & Immigrant Households in CA & TX	X						
22)	Welfare Reform & Community Well-being: Public-Private Collaboration in California Counties	X						
23)	Welfare Reform Neighborhood Impact Study	X		X		X		X
*Multistage study								

Study Analysis Study Title	<div> <div>Policy Analysis</div> <div>Descriptive</div> <div>Analytic</div> <div>Statistical</div> <div>Empirical</div> </div>				
1) Alameda County CalWORKs Needs Assessment		X		X	X
2) Assessing the Effects of Welfare Reform on CA's Most Precarious Families*	X	X	X	X	
3) Assessing the Effects of Welfare Reform on CA's Most Precarious Families (Case Study Piece)*		X			X
4) Assessing the New Federalism*	X		X	X	
5) The CA Food Monitoring Project				X	
6) Child Welfare in a CalWORKs Environment		X	X	X	X
7) Evaluation of Families in Transition of Santa Cruz County		X	X		
8) Evaluation of Napa County's CalWORKS Program		X	X		
9) Evaluation of Sacramento County CalWORKs					
10) Evaluation of the Merced County Attendance Project (MerCAP)*		X	X	X	X
11) Evaluation of the PG&E Welfare-to-Work Training Program			X		
12) Growing Up in Poverty: The Effects of Welfare Reform on Children				X	
13) Immigrant Women and Welfare Project	X			X	X
14) The Impact of Welfare Reform on CA Grandparents Raising Grandchildren	X				
15) Impact of Welfare Reform on Education of Los Angeles County Youth				X	
16) Monitoring the Impact of Welfare Reform on CA Communities		X		X	X
17) Post-Employment Services Demonstration Evaluation					
18) Research and Evaluation of the SUCCESS Program			X	X	X
19) Substance Abuse in a Public Assistance Population: Impact for Welfare Reform & Child Welfare		X		X	
20) UCLA Study (No Title)				X	X
21) Welfare & Immigrant Households in CA & TX	X	X			
22) Welfare Reform & Community Well-being: Public-Private Collaboration in California Counties		X	X	X	
23) Welfare Reform Neighborhood Impact Study					
*Multistage study					



**Survey Questionnaire: Measurement Tools and Sources for Each Variable Domain****Demographics:*****Adult case records***

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Child case records  
State/county welfare office records  
Welfare records  
UI wage records

***Parent recipient interview/questionnaire***

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Staff interview with client  
CA Basic Education Data System (CBEDS)  
County Administrative Database  
LA County DPSS (Department of Public Social Services) data  
Medi-Cal 10% Person Longitudinal Database  
California Birth Statistical Master File  
Foster Care Information System  
MEDS (Medi-Cal Eligibility Data System)  
ISAWS (Interim Statewide Automated Welfare System)  
Baseline sample enrollment form

**Family Resources:*****Adult case records***

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State/county welfare office records  
Local service agency records  
Records of weekly/monthly earnings

***Family member interview/questionnaire******Parent recipient interview/questionnaire***

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Staff interview with client  
Key informants  
Report data on transitional child care supports  
Medi-Cal 10% Person Longitudinal Database  
MEDS  
ISAWS

**Quality of Child Care:*****State/county welfare office records***

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Housing support agency records

***Parent recipient interview/questionnaire***

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Family member interview/questionnaire

**Socioeconomic Status of Family:**

***Adult case records***

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Child case records  
State/county welfare office records

***Parent recipient interview/questionnaire***

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Family member interview/questionnaire  
Staff interview with client  
Questionnaire  
School Free & Reduced lunch recipient  
Medi-Cal 10% Person Longitudinal Database

**Family Formation:**

***Adult case records***

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Child case records  
State/county welfare office records

***Parent recipient interview/questionnaire***

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Family member interview/questionnaire  
Community member interview/questionnaire  
Interview/questionnaire with foster care/adoption staff  
Interview with adult household member  
Staff interview with client  
Key informants  
Field research notes  
LA County DPSS data  
Medi-Cal 10% Person Longitudinal Database  
CA Birth Statistical Master File  
Foster Care Information System  
MEDS  
ISAWS

**Parenting Attitudes & Practices:**

***Adult case records***

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State/county welfare office records

***Parent recipient interview/questionnaire***

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Family member interview/questionnaire  
Community member interview/questionnaire  
Interview/questionnaire with foster care/adoption staff  
School staff interview/questionnaire  
Questionnaire  
Key informants  
CPS reports  
MEDS  
Observation

**Housing/Homelessness:***State/county welfare office records*

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School records of mobility

*Parent recipient interview/questionnaire*

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Family member interview/questionnaire

Household interview

Staff interview with client

ISAWS

**Recipient Job Preparation Knowledge,  
Beliefs, Values & Resources:***Adult case records*

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State/county welfare office records

Records of use of sanctions

*Parent recipient interview/questionnaire*

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Family member interview/questionnaire

Household interview

Staff interview with client

County administrative database

LA County DPSS data

ISAWS

**Job Status & Job Related Resources:***State/county welfare office records*

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UI wage records

*Parent recipient interview/questionnaire*

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Family member interview/questionnaire

Household interview

Staff interview with client

LA County DPSS data

ISAWS

**Adult Health & Developmental Status:***Adult case records**Parent recipient interview/questionnaire*

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Family member interview/questionnaire

Household interview

Staff interview with client

County Health Survey

Key informants

USDA Food Security Measure

**Community Attitudes & Resources:***State/county welfare office records*

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Local service agency records

**Community Attitudes & Resources:**  
*(continued):*

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***Parent recipient interview/questionnaire***

Family member interview/questionnaire  
Household interview  
Survey of available voluntary resources  
Survey questionnaire, non-standardized  
Program descriptions & documents  
Field research notes  
Client statistics  
Funding resources/allocation

**Child Health & Developmental Status:**

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***Child case records***

State/county welfare office records  
Health records

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***Parent recipient interview/questionnaire***

Program staff interview/questionnaire  
Family member interview/questionnaire  
Staff interview with client  
Household interview  
CA Birth Statistical Master File  
USDA Food Security Measure  
ISAWS

**Social Adjustment/ Behavior of  
Children:**

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***Parent recipient interview/questionnaire***

Family member interview/questionnaire  
Household interview  
CA Basic Educ. Data System (CBEDS)

**Education of Child:**

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***Child's school records***

School program records

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***Parent recipient interview/questionnaire***

Family member interview/questionnaire  
Household interview  
SAT scores  
STAR tests  
CA Basic Educ. Data System (CBEDS)

**Program Components:**

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***Adult case records***

State/county welfare office records

**Program Components: (continued)**

***Parent recipient interview/questionnaire***

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Program staff interview/questionnaire  
Community member interview/questionnaire  
Interview/questionnaire with foster care/adoption staff  
Staff interview with client  
Key informants  
State/county documents  
CalWORKs implementation mtgs of Santa Clara  
County  
Meetings with CBO's, providers  
LA County DPSS data  
ISAWS

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## CHAPTER III: PROFILES OF WELFARE AND RELATED RESEARCH STUDIES IN CALIFORNIA

### Alameda County CalWORKS Needs Assessment

*Alameda County CalWORKS Needs Assessment* is a study being conducted in Alameda County by Richard Speiglman. It began in October of 1998, with baseline data being collected currently (to be completed by June 30, 1999). As it is a longitudinal study, data collection is ongoing, and periodic follow-up results will be collected and analyzed at 15- and 35-month intervals.

The sponsor of the research is the Public Health Institute in Berkeley, CA. The sponsor and funders of the study involve County, State and Federal Governments. It is intended for the audience of local and state policy-makers and program officials.

The purpose of the study is to evaluate recipient needs. As welfare recipients transition to the workforce a better comprehension of health, mental health, substance abuse, domestic violence, and other problems is required so localities can identify and address potential barriers to employment. The research project aim is to identify the constellation of personal, community, and programmatic barriers to successful departure from CalWORKs. Thus, the primary focus of the study is drug and alcohol abuse and treatment, health, disability, mental illness, domestic violence and childcare. Theoretically, the author of the study assumes that major barriers to successful release from welfare exist for some welfare recipients.

This survey research is designed to collect descriptive, statistical and empirical data. The target population includes new welfare applicants (TANF recipients), ongoing welfare recipients, and former recipients (who leave the “rolls”) who are members of single- or two-parent families. Random sampling techniques are utilized to select recipients (N=401 to 550) not exempt from work requirements who can be interviewed in English, Spanish, or Vietnamese.

**Organization:** Public Health Institute

**Principal Investigator(s):** Richard Speiglman

**Contact:** Richard Speiglman  
2168 Shattuck Ave. #300  
Berkeley, CA 94704  
(510) 649-1987  
[richards@publichealth.org](mailto:richards@publichealth.org)

**Geographic Region(s):** Alameda County

**Study Purpose:** As welfare recipients transition to the workforce a better comprehension of health, mental health, substance abuse, domestic violence, and other problems is required so localities can identify and address potential barriers to employment. The project aim is to identify the constellation of personal, community, and programmatic barriers to successful departure from CalWORKs.



<b>Primary Focus of Study:</b>	Child care, drug/alcohol abuse/treatment, mental illness, domestic violence, health, disability
<b>Study Sponsors/Funders:</b>	Federal, state, and county governments
<b>Target Population(s):</b>	Welfare – new applicants, recipients/participants/clients, former recipients, single-parent families, two-parent families, persons with substance abuse problems, domestic violence/survivors
<b>Type of Study:</b>	Policy impact, client progress, service utilization, “at risk” assessment, outcome
<b>Theoretical Framework Guiding Study:</b>	Assumes that major barriers to successful departure from welfare exist for some welfare recipients
<b>Study Design:</b>	<b>Data collection techniques:</b> Survey <b>Analysis:</b> Descriptive, statistical, empirical <b>Length:</b> <i>Longitudinal</i>
<b>Sample Size and Design:</b>	<b>Size:</b> 401 - 550 <b>Design:</b> Random sample of recipients not exempt from work requirements who are able to be interviewed in English, Spanish, or Vietnamese
<b>Study Duration:</b>	October 1, 1998 – June 30, 1999, with 15 thirty-month followups anticipated
<b>Variables or Indicators measured:</b>	<b>Demographics:</b> education/attainment, race/ethnicity, age of children, employment status <b>Family Resources:</b> total income, Medicaid/Cal/other gov't program, informal child care/transportation, type of resources used <b>Quality of Child Care:</b> type, accessibility and extent, distance to child care provider, subsidized <b>Socioeconomic Status of Family:</b> shared housing <b>Family Formation:</b> number of adults living in home, marital status/cohabitation, multigenerational household, foster care, child/family living arrangements, role of grandparents, history of out-of-home placement of child <b>Parenting Attitudes and Practices:</b> parents' mobilization of resources, non-custodial parent involvement, extended family involvement <b>Housing/Homelessness:</b> number of moves, number of evictions, days/months spent homeless, renter status, Section 8 housing, other public housing/subsidy, home ownership (if any), recipient perception of quality and adequacy of housing <b>Recipient Job Prep Knowledge, Beliefs, Values and Resources:</b> attitude toward Welfare, job skills, work history, reason for job loss, generational work patterns, job training services, vocational licenses,

literacy training, CalWORKSs activity

**Job Status and Job-Related Resources:** transportation/type, child care issues/type, what jobs received, multiple jobs concurrently, impediments to work

**Adult Health and Developmental Status:** developmental disabilities, chronic health problems, accidents, injuries and disabilities, incidence of mental illness/type, incidence of chemical dependency, nutritional status/number days hungry, health access, self esteem of parent recipient, domestic violence, life events, satisfaction with life, criminality

**Child Health and Developmental Status:** low birth weight (age 0-5), emergency room visits, prenatal care (age 0-5), chemical dependency, nutritional status/number days hungry, regularity of health care

**Social Adjustment/Behavior of Children:** social skills/positive behavior, confidence/self-esteem

**Education of Child:** school attendance, school performance

**Measurement Tools:**

Parent recipient interview/questionnaire, state/county welfare office records, county administrative database

## **Assessing the Effects of Welfare Reform on California's Most Precarious Families**

*Assessing the Effects of Welfare Reform on CA's Most Precarious Families* is a longitudinal study that began in June of 1998 and is funded through June of 2001 by the Urban Institute, the Stuart Foundations, and the Packard Foundation.

The study is designed to examine the impact of welfare reform on the well-being of children and families who are most likely to experience negative outcomes: those who are considered "precarious" and unlikely to succeed under TANF's new structure. Further, it is designed to assess the impacts of changes in the welfare system on long-term welfare recipients with few work skills. How are they coping? What are the outcomes for children in these families? These are the questions that the research seeks to address. This study is still in the planning stage. It is a policy impact and "at risk" assessment study whose primary focus is TANF, child care, housing and homelessness, child abuse and neglect and foster care placement.

The research design, using comparison groups of "at risk" and "more typical" welfare recipients, will involve a variety of techniques (i.e., survey, case study, focus groups, participant observation and policy analysis). The target population will include welfare recipients (current and former) who are parents in single-parent or two-parent families. The samples will be purposefully selected for the survey and the case studies to involve "precarious" families in the study. From 20,000 cases for data merge, 550 cases will be selected for the survey and 10 cases will be selected for the case studies. It will also seek to evaluate client satisfaction and client evaluation of welfare program.

The theoretical or conceptual framework guiding the study is the ecological framework and will be used to generally understand the experience of families living in poverty, in combination with a relational model within which parent-child interactions can be examined. The study will also utilize developmental psychopathology perspective, which emphasizes both risk and resilience for understanding child outcomes. Using questionnaires to survey recipients and family members of recipients, State/County welfare office records and case records for data collection, information will be collected on participants.

<b>Organization:</b>	UC DATA/ UC Berkeley
<b>Principal Investigator(s):</b>	Henry E. Brady and Jill Duerr-Berrick
<b>Contact:</b>	Henry Brady 2738 Channing Way Berkeley, CA 94720 (510) 634-0663 <a href="mailto:jimc@ucdata13.berkeley">jimc@ucdata13.berkeley</a>
<b>Geographic Region(s):</b>	Alameda, Los Angeles, San Joaquin and San Bernardino counties
<b>Study Purpose:</b>	To assess the impacts of changes in the welfare system on long-term welfare recipients with few work skills. How are they coping? What are the outcomes for children in these families?

<b>Primary Focus of Study:</b>	Income security/TANF, child care, housing/homelessness, child abuse, foster care placement, neglect
<b>Study Sponsors/Funders:</b>	Independent research center and private foundations: Urban Institute, Stuart Foundation, Packard Foundation
<b>Target Population(s):</b>	Recipients/participants/clients, former recipients, single-parent families, two-parent families
<b>Type of Study:</b>	Policy impact, "at risk" assessment, outcome
<b>Theoretical Framework Guiding Study:</b>	N/A
<b>Study Design:</b>	<p><b>Multistage Study</b></p> <p><b>Data collection techniques:</b> *Case study, focus groups, participant observation, survey</p> <p><b>Design:</b> Using comparison groups</p> <p><b>Analysis:</b> Policy analysis, descriptive, analytic, statistical</p> <p><b>Length:</b> <i>Longitudinal</i></p>
<b>Sample Size and Design:</b>	<p><b>Size:</b> 20,000 cases for data merge; 550 for survey; 10 for case studies*</p> <p><b>Design:</b> Purposefully selected for specific criteria for survey and case studies; "Precarious" families</p>
<b>Study Duration:</b>	<p>June 1998 - June 2001</p> <p>*for more information on the case study, see the following profile on p. 3</p>
<b>Variables or Indicators measured:</b>	<p><b>Demographics:</b> education/attainment, race/ethnicity, age of mother, age of father (of each child), age of children, number of children, teen birth, citizenship status, marital/non-marital birth, employment status</p> <p><b>Family Resources:</b> total income, expenses, Medicaid/Cal/other gov't program, other health care, informal child care/transportation, type of resources used, stability of income</p> <p><b>Quality of Child Care:</b> type, accessibility and extent</p> <p><b>Socioeconomic Status of Family:</b> poverty, shared housing</p> <p><b>Family Formation:</b> number of adults living in home, single/dual parents, number of subsequent births, marital status/cohabitation, multigenerational household, adoption/relinquishment, foster care, changes in marital status or cohabitation, child/family living arrangements</p> <p><b>Parenting Attitudes and Practices:</b> parents' mobilization of resources, non-custodial parent involvement, extended family involvement</p>

**Housing/Homelessness:** number of moves, number of evictions, days/months spent homeless, renter status, Section 8 housing, other public housing/subsidy, home ownership (if any), recipient perception of quality and adequacy of housing

**Recipient Job Prep Knowledge, Beliefs, Values and Resources:** work history

**Job Status and Job-Related Resources:** stability of recipient job record, self-employment of recipient, child care issues/type

**Adult Health and Developmental Status:** chronic health problems, accidents, injuries and disabilities, health access

**Child Health and Developmental Status:** health at birth/history of health status, low birth weight (age 0-5), child mortality, health access

**Education of Child:** grades completed

**Program Components:** program operations/ requirements/ implementation, support services

**Measurement Tools:**

Parent recipient interview/questionnaire, adult case records, family member interview/questionnaire, state/county welfare office records

## Assessing the New Federalism

*Assessing the New Federalism*, a study supported by the Urban Institute, is intended for state and local policymakers, interest groups and citizens at the federal, state, and local level. The principal investigator is Alan Weil. As an ongoing study, initiated in 1996, it is designed to analyze the devolution of responsibility for social programs from the federal government to the states, focusing primarily on health care, income security, job training, and social services. Researchers monitor program changes and fiscal developments. This policy analysis, implementation, and outcome study is complicated.

The project includes case studies in 13 states and a state database, which compiles information for all 50 states. (There are two case studies in each state: one focusing on health programs and the other on income support and social services, including employment and training programs.) The information for the 50-state database is drawn from secondary sources and directly from the states, on such topics as general assistance, TANF rules, policies regarding immigrant eligibility for social programs, and choices in financing child welfare services.

The study involves a multiple stage research design of which various phases have been completed, data are being analyzed for others, and planning is underway for additional work. Thirteen states representative of the nation were selected for sampling, including stratified sampling, random sampling of welfare recipients and an oversampling of the population 200 percent below poverty line. The selected states are AL, CA, CO, FL, MA, MI, MN, MS, NJ, NY, TX, WA, WI. The focus of the study includes income security/TANF programs, job training efforts, child support, childcare, food stamps, Medicaid/Medi-Cal, housing/homelessness, child abuse and neglect, and foster care placement. Data is collected through interviews of welfare recipients (new, ongoing, and former), parents (single-, two-parent and noncustodial parents). Low-wage workers the working poor, the general population, fathers and children. No theoretical perspective has been identified for the research.

<b>Organization:</b>	The Urban Institute
<b>Principal Investigator(s):</b>	Alan Weil
<b>Contact:</b>	Naomi Goldstein or Laura Protzmann 2100 M St., NW Washington, DC 20037 (202) 293-5674 <a href="mailto:ngoldste@ui.urban.org">ngoldste@ui.urban.org</a>
<b>Geographic Region(s):</b>	U.S., w/ focus on AL, CA, CO, FL, MA, MI, MN, MS, NJ, NY, TX, WA, WI
<b>Study Purpose:</b>	To analyze the devolution of responsibility for social programs from the federal gov't to the states, focusing primarily on health care, income security, job training, and social services. Researchers monitor program changes and fiscal developments.
<b>Primary Focus of Study:</b>	Income security/TANF, job training efforts, child support, child

	care, food stamps, Medi-Cal, housing/homelessness, child abuse, foster care placement, neglect
<b>Study Sponsors/Funders:</b>	Private foundation
<b>Target Population(s):</b>	New welfare applicants, persons diverted from welfare, recipients/participants/clients, former recipients, single-parent families, two-parent families, non-custodial parents, low-wage workers, general population, the working poor, fathers, children, population under 200% of poverty
<b>Type of Study:</b>	Program evaluation, policy impact, outcome
<b>Theoretical Framework Guiding Study:</b>	N/A
<b>Study Design:</b>	<b>MULTISTAGE STUDY</b> <b>Data collection techniques:</b> Case study, survey <b>Analysis:</b> Policy analysis, analytic, statistical
<b>Sample Size and Design:</b>	<b>Size:</b> 48,000 <b>Design:</b> Stratified sample, representative of nation + 13 states, population under 200% of poverty oversampled
<b>Study Duration</b>	1996 - ongoing
<b>Variables or Indicators measured:</b>	<b>Demographics:</b> education/attainment, race/ethnicity, age of mother, age of father (of each child), age of children, number of children, teen birth, citizenship status, marital/non-marital birth, employment status  <b>Family Resources:</b> total income, expenses, Medicaid/Cal/other gov't program, other health care, informal child care/transportation, type of resources used, stability of income  <b>Quality of Child Care:</b> type, accessibility and extent, part-day/all-day, evening and emergency providers, special need children, subsidized, stability of child care  <b>Socioeconomic Status of Family:</b> poverty, parental occupation, mobility, history of incarceration, shared housing  <b>Family Formation:</b> number of adults living in home, single/dual parents, marital status/cohabitation, kinship patterns, multigenerational household, adoption/relinquishment, foster care, community context, presence of bio/non-biological father, changes in marital status or cohabitation, child/family living arrangements, support from child's father's family  <b>Parenting Attitudes and Practices:</b> parents' mobilization of resources, non-custodial parent involvement, community involvement, aggravation in parenting  <b>Housing/Homelessness:</b> number of moves, renter status, Section 8



housing, other public housing/subsidy, home ownership (if any)

**Recipient Job Prep Knowledge, Beliefs, Values and Resources:** attitude toward Welfare, knowledge of WR changes, work history, recipient perception of human assistance services and providers, job training services

**Job Status and Job-Related Resources:** stability of recipient job record, self-employment of recipient, record of community service

**Adult Health and Developmental Status:** developmental disabilities, chronic health problems, accidents, injuries and disabilities, incidence/kind of mental illness, nutritional status/number days hungry, maternal depression, health access, stress level of parent recipient

**Community Attitudes and Resources:** recipient perception of community support

**Child Health and Developmental Status:** health access, regularity of health care

**Social Adjustment/Behavior of Children:** behavior problems of child, social skills/positive behavior of child

**Education of Child:** school drop out incidence/age, educational expectations/aspirations, incidence of repeated grades, repeating a grade, school attendance, school engagement, school performance, grades completed

**Measurement Tools:**

Parent recipient interview/questionnaire, family member interview/questionnaire

## The California Food Security Monitoring Project

*The California Food Security Monitoring Project* is one of many research studies within the sponsoring organization of California Food Policy Advocates. The principal investigators are Jennifer Tujague and Laurie True. This longitudinal, policy impact study was initiated in November 1997. Its intended audience includes policymakers and its purpose is to document the impact of food stamp cuts on legal immigrant households.

Two studies have been completed to date, both involve random sampling. One study is a case-control, longitudinal design and the other is a one point-in-time survey. Three samples (each with N=250 to 400) of welfare recipients, immigrants and members of the general population. The primary form of data collection is interviewing and questionnaires, but some of the data is collected from case records. The primary tool used in the study is the USDA Food Security Measure.

<b>Organization:</b>	California Food Policy Advocates
<b>Principal Investigator(s):</b>	Jennifer Tujague, Laurie True
<b>Contact:</b>	Jennifer Tujague 116 New Montgomery St., Ste 530 San Francisco, CA 94104 (415) 777-4422 JenTajague@cfpa.net
<b>Geographic Region(s):</b>	CA
<b>Study Purpose:</b>	To document the impact of food stamp cuts on legal immigrant households
<b>Primary Focus of Study:</b>	Food stamps
<b>Study Sponsors/Funders:</b>	Private foundation
<b>Target Population(s):</b>	Recipients/participants/clients, general population, immigrants
<b>Type of Study:</b>	Policy impact
<b>Theoretical Framework Guiding Study:</b>	Case-Control
<b>Study Design:</b>	<b>Data collection techniques:</b> Survey <b>Design:</b> Using comparison groups <b>Analysis:</b> Statistical <b>Length:</b> <i>One point-in-time, longitudinal</i>
	<hr/> <b>*Note:</b> several studies within the CFSMP
<b>Sample Size and Design:</b>	<b>Size:</b> 251-400 (x 3 samples) <b>Design:</b> Random sample 2 studies completed to date; both random sample; one case-control,

<b>Study Duration</b>	longitudinal; one point-in-time November 1997 - 1999/2000?
<b>Variables or Indicators measured:</b>	<b>Demographics:</b> number of children, citizenship status <b>Family Resources:</b> total income, expenses, use of emergency food assistance <b>Family Formation:</b> number of adults living in home <b>Adult Health and Developmental Status:</b> Food security/hunger <b>Child Health and Developmental Status:</b> food security/ hunger
<b>Measurement Tools:</b>	Interview w/ adult household member, USDA Food Security Measure

## **Child Welfare in a CalWORKs Environment**

*Child Welfare in a CalWORKs Environment* was sponsored by CalSWEC (California Social Work Education Center) and the Smith Richardson Foundation. It began in December 1997 and was completed in August, 1998. It is a policy impact and “at risk” assessment study that examines transitions from welfare to child welfare among children receiving AFDC for the first time in California between (1988-1995). The study aims to describe the relationship between welfare receipt and child welfare involvement prior to CalWORKs implementation.

Findings provide baseline data for the measurement of impacts. A total of 287,103 children statewide (who were less than 18 years of age and began AFDC receipt for the first time between 1988 and 1995) were identified in the Medi-Cal 10% statewide Longitudinal Database (LDB). Probability matching software was employed to link AFDC histories for these children with birth records (CBSMF), statewide foster care data (FCIS), and child maltreatment reporting data (SSRS) in ten counties. Findings are presented in four sections. Section I details the characteristics of all 287,103 child AFDC entries in 1988-1995. Section II examines child welfare contact among a subset of AFDC children in ten counties.

Specifically, 63,768 children in these ten counties who entered AFDC between 1990-1995 were followed to determine subsequent first child maltreatment reports, investigations, case openings, and foster care placements. Section III provides more comprehensive information on transitions from welfare to child welfare. In particular, it focuses on first entries to foster care among 1988-1995 child AFDC entrants. In addition to information regarding the characteristics of those who make the transition, this section also includes analyses of reasons for removal and predominant placement type for the 7,553 children who made the transition from AFDC to foster care. Finally, Section IV examines foster care outcomes for these children who transitioned from AFDC to foster care.

Findings would be especially interesting for policymakers, researchers, welfare and child welfare practitioners.

<b>Organization:</b>	Center for Social Services Research -- School of Social Welfare, UC Berkeley
<b>Principal Investigator(s):</b>	Jill Duerr Berrick, Barbara Needell, Richard P. Barth
<b>Contact:</b>	Jill Duerr Berrick 120 Haviland Hall Berkeley, CA 94720-7400 (510) 642-1899 <a href="mailto:dberrick@uclink4.berkeley.edu">dberrick@uclink4.berkeley.edu</a>
<b>Geographic Region(s):</b>	CA
<b>Study Purpose:</b>	Examines transitions from welfare to child welfare among children receiving AFDC for the first time in CA between 1988-1995. Aims to describe the relationship between welfare receipt and child welfare

	involvement prior to Cal Works implementation.
<b>Primary Focus of Study:</b>	Income security/TANF, child abuse, foster care placement, neglect
<b>Study Sponsors/Funders:</b>	CalSWEC (CA Social Work Ed. Ctr.), Smith Richardson Foundation, independent research center, private foundation
<b>Target Population(s):</b>	Recipients/participants/clients, children
<b>Type of Study:</b>	Policy impact, "at risk" assessment
<b>Theoretical Framework Guiding Study:</b>	N/A
<b>Study Design:</b>	<b>Analysis:</b> Descriptive, analytic, statistical, empirical <b>Length:</b> Longitudinal
<b>Sample Size and Design:</b>	<b>Size:</b> 287,103 children statewide on AFDC; 63,768 children in 10 county subset <b>Design:</b> Purposefully selected for specific criteria – 1988-1998 Child AFDC entries Data drawn from a 10% statewide sample of Medi-Cal participants
<b>Study Duration</b>	December 1997 - August 1998
<b>Variables or Indicators measured:</b>	<b>Demographics:</b> education/attainment, race/ethnicity, age of mother, age of children, citizenship status <b>Family Resources:</b> Medicaid/Cal/other gov't program, stability of income <b>Socioeconomic Status of Family:</b> poverty <b>Family Formation:</b> single/dual parents, adoption/relinquishment, emancipation of adolescents, foster care, sibling relationships, history of out-of-home placement of child <b>Child Health and Developmental Status:</b> health at birth/history of health status, low birth weight (age 0-5), prenatal care (age 0-5)
<b>Measurement Tools:</b>	Medi-Cal parent recipient interview/questionnaire 0% Person Longitudinal Database, CA Birth Statistical Master File, Foster Care Information System, Social Service Reporting System

## **Evaluation of Families in Transition of Santa Cruz County**

*Evaluation of Families in Transition of Santa Cruz County* is in the planning stage, having just started August 1, 1998. It is a longitudinal study that is expected to continue through June of 2001. The primary focus of the study will be housing and homelessness, drug and alcohol abuse treatment, domestic violence, job training efforts, and TANF. It is sponsored and funded by a private foundation and is designed to document program services provided by FIT (Families in Transition). Specifically, its purpose is to examine the effectiveness of services on client outcomes and to document other programs providing similar services and place FIT in the context.

Descriptive and analytical data will be collected primarily during staff interviews with clients, but participation observation is another research methodology that will be utilized. The target population include the homeless and the near homeless families, who may or may not receive TANF (n=701 - 850). The study will seek to evaluate the implementation process, the program (particularly, the case intensive management model), service utilization and outcomes.

<b>Organization:</b>	Berkeley Planning Associates
<b>Principal Investigator(s):</b>	Rebecca London, Ph.D.
<b>Contact:</b>	Rebecca London 440 Grand Ave., Suite 500 Oakland, CA 94610 (510) 465-7884 <a href="mailto:rebecca@bpacap.com">rebecca@bpacap.com</a>
<b>Geographic Region(s):</b>	Santa Cruz County
<b>Study Purpose:</b>	1) To document program services provided by FIT; 2) To examine effectiveness of services on client outcomes; 3) To document other programs providing similar services and place FIT in the context.
<b>Primary Focus of Study:</b>	Income security/TANF, job training efforts, housing/homelessness, drug/alcohol abuse/treatment, X, case intensive management model
<b>Study Sponsors/Funders:</b>	Private foundation
<b>Target Population(s):</b>	Homeless and near homeless families who may/may not receive TANF
<b>Type of Study:</b>	Implementation process, program evaluation, service utilization, outcome
<b>Theoretical Framework Guiding Study:</b>	N/A
<b>Study Design:</b>	<b>Data collection technique:</b> Participant observation <b>Analysis:</b> Descriptive, analytic <b>Length:</b> Longitudinal

<b>Sample Size and Design:</b>	<b>Size:</b> 701-850 <b>Design:</b> All recipients during study time period
<b>Study Duration</b>	August 1, 1998 - June 30, 2001
<b>Variables or Indicators measured:</b>	<b>Demographics:</b> education/attainment, race/ethnicity, age of mother, age of father (of each child), number of children, citizenship status, marital/non-marital birth, employment status <b>Family Resources:</b> total income, Medicaid/Cal/other gov't program, type of resources used <b>Socioeconomic Status of Family:</b> shared housing, homeless/in shelter/in temp. housing <b>Family Formation:</b> number of adults living in home, single/dual parents, number of subsequent births, marital status/cohabitation, history of out-of-home placement of child, movement in CPS <b>Housing/Homelessness:</b> days/months spent homeless, renter status, Section 8 housing, other public housing/subsidy, home ownership (if any) <b>Recipient Job Prep Knowledge, Beliefs, Values and Resources:</b> work history, time table for job preparation, job training services, vocational licenses, literacy training/ESL/GED <b>Job Status and Job-Related Resources:</b> stability of recipient job record <b>Adult Health and Developmental Status:</b> developmental disabilities, chronic health problems, accidents, injuries and disabilities, incidence/kind of mental illness, incidence of chemical dependency, health access <b>Child Health and Developmental Status:</b> immunizations, morbidity/disease exposure, health access, developmental disabilities <b>Program Components:</b> program operations/ requirements/ implementation, support services, transitional income benefits, service utilization
<b>Measurement Tools:</b>	Staff interview w/ client

## **Evaluation of Napa County's CalWORKS Program**

*Evaluation of Napa County's CalWORKS Program* is an evaluation project that is sponsored and funded by Napa County and is currently in the data collection and analysis phase. The start-up date was May 1997 and the research is scheduled to continue until January 2001. The principal investigators are Deana Goldsmith and Rebecca London. Intended audiences are California and Napa County policymakers. The study is designed to evaluate implementation of the county's CalWORKS program and its predecessor; to examine client outcomes; and to examine outcomes of diverted clients. It will focus on CalWORKS (TANF), job training efforts and diversion with the specific intention of evaluating the implementation process of the program, service utilization, and outcome.

The research design will include administrative files (ISAWS), adult case records, and survey responses provided by recipients (new, ongoing and those diverted from welfare). The study will also involve participant observation and focus groups. No theoretical perspective has been identified in the study. The full county sample is n=401 - 550.

<b>Organization:</b>	Berkeley Planning Associates
<b>Principal Investigator(s):</b>	Deana Goldsmith, Rebecca London
<b>Contact:</b>	Deana Goldsmith 440 Grand Ave., Suite 500 Oakland, CA 94610 (510) 465-7884 deana@bpacal.com
<b>Geographic Region(s):</b>	Napa County
<b>Study Purpose:</b>	1) To evaluate implementation of the county's CalWORKS program and its predecessor; 2) To examine client outcomes; 3) To examine outcomes of diverted clients.
<b>Primary Focus of Study:</b>	Income security/TANF, job training efforts, Diversion
<b>Study Sponsors/Funders:</b>	County government
<b>Target Population(s):</b>	Welfare - new applicants, persons diverted from welfare, recipients/participants/clients
<b>Type of Study:</b>	Implementation process, service utilization, outcome
<b>Theoretical Framework Guiding Study:</b>	N/A
<b>Study Design:</b>	<b>Data collection techniques:</b> Focus groups, participant observation, survey <b>Analysis:</b> Descriptive, analytic
<b>Sample Size and Design:</b>	<b>Size:</b> 401-550



	<b>Design:</b> Full county sample
<b>Study Duration</b>	May 1997 - January 2000
<b>Variables or Indicators measured:</b>	<p><b>Demographics:</b> education/attainment, race/ethnicity, age of mother, age of children, number of children, employment status</p> <p><b>Family Resources:</b> total income, Medicaid/Cal/other gov't program, type of resources used</p> <p><b>Quality of Child Care:</b> type, accessibility and extent</p> <p><b>Family Formation:</b> number of adults living in home, marital status/cohabitation</p> <p><b>Housing/Homelessness:</b> Section 8 housing, other public housing/subsidy</p> <p><b>Recipient Job Prep Knowledge, Beliefs, Values and Resources:</b> job skills, job training services, vocational licenses, literacy training/ESL/GED, recipient perception of adequacy of transportation support</p> <p><b>Job Status and Job-Related Resources:</b> stability of recipient job record, self-employment of recipient, record of community service, transportation time/type, child care issues/type, what jobs received, multiple jobs concurrently, W recidivism</p> <p><b>Child Health and Developmental Status:</b> emergency room visits, immunizations, morbidity/disease exposure, health access, developmental disabilities, accidents/injuries</p> <p><b>Program Components:</b> financial incentives, program operations/requirements/implementation, support services, transitional income benefits, service utilization, diversionary activities and impacts</p>
<b>Measurement Tools:</b>	Parent recipient interview/questionnaire, program staff interview/questionnaire, ISAWS

## **Evaluation of Sacramento County CalWORKS**

*The Impact of Welfare Reform on Sacramento County Families* study is being conducted at CSU, Sacramento, through a grant from Sacramento County, under the direction of the principal investigator, Mary E. Summers, RN, Ph.D. The starting date was July, 1998, and the study is to run for two years. It is intended to fulfill TANF's outside evaluation requirement and its primary audience is Sacramento County. However, it may also be of interest to service providers, advocates, citizens, community leaders and policymakers.

Using an ecological framework, the research team seeks to evaluate the individual recipient's experience on TANF, and the role of the community, service availability and quality, and other linkages that support or undermine efforts to move from welfare to work. For example, Sacramento County Department of Human Assistance has endeavored to ensure that CalWORKS families have access to jobs by creating linkages with the local business community. Extensive efforts have been devoted to streamlining the system to encourage businesses to create jobs and hire recipients. These linkages will be evaluated based on the perceptions and experiences of the recipients and by outcome evaluations concerning employment.

The research proposes to evaluate the impact of welfare reform on families by identifying factors that are predictive of increased risk of unemployment, and to also monitor family well-being. It will assess client satisfaction, progress and outcomes, service utilization and policy impact. The primary focus is broad and will include the following: CalWORKS, job training efforts, child care, food stamps, Medicaid/Medi-Cal, transportation, education, housing/homelessness, child abuse and neglect, foster care placement, drug/alcohol treatment, mental illness, domestic violence, teen parents, wages/wage structure, and school dropout.

It is a longitudinal study of 350 families on welfare (new applicants, current recipients and persons diverted from welfare). The method of data collection will be a series of ongoing interviews with the recipient and their family members conducted by second-year graduate social work and nursing students.

**Organization:** California State University, Sacramento

**Principal Investigator(s):** Mary E. Summers, RN Ph.D.

**Contact:** Mary E. Summers, RN Ph.D.  
6000 J St.  
Sacramento, CA 95819-6104  
(916) 278-5318  
summerm@hhserver.hhs.csus.edu

**Geographic Region(s):** Sacramento County

**Study Purpose:**

**Primary Focus of Study:** Income security/TANF, job training efforts, child care, Medicaid/Medi-Cal, transportation, education, housing/homelessness, child abuse, foster care placement, neglect,

	drug/alcohol abuse/treatment, mental illness, X, school dropout, teen parents, wages/wage structure
<b>Study Sponsors/Funders:</b>	County government, academic institution
<b>Target Population(s):</b>	Welfare – new applicants, persons diverted from welfare, recipients/participants/clients
<b>Type of Study:</b>	Client satisfaction, client progress, service utilization, client evaluation, outcome
<b>Theoretical Framework Guiding Study:</b>	Ecological/access
<b>Study Design:</b>	Cohort
<b>Sample Size and Design:</b>	N/A
<b>Study Duration</b>	1998 - 2000
<b>Variables or Indicators measured:</b>	<p><b>Demographics:</b> education/attainment, race/ethnicity, age of mother, age of father (of each child), age of children, number of children, teen birth, citizenship status, marital/non-marital birth, employment status</p> <p><b>Family Resources:</b> total income, expenses, Medicaid/Cal/other gov't program, other health care, informal child care/transportation, type of resources used, stability of income</p> <p><b>Quality of Child Care:</b> type, accessibility and extent, distance to child care provider, part-day/all-day, evening and emergency providers, special need children, infant care, subsidized, parent perception of quality, stability of child care</p> <p><b>Socioeconomic Status of Family:</b> poverty, parental occupation, mobility, history of incarceration, shared housing</p> <p><b>Family Formation:</b> number of adults living in home, single/dual parents, number of subsequent births, marital status/cohabitation, multigenerational household, adoption/relinquishment, foster care, neighborhood tenure, community context, presence of bio/non-biological father, changes in marital status or cohabitation, child/family living arrangements</p> <p><b>Parenting Attitudes and Practices:</b> non-custodial parent involvement, regular routines, social support for parents, discipline, Caldwell Home, Behavior check list</p> <p><b>Housing/Homelessness:</b> number of moves, number of evictions, days/months spent homeless, Section 8 housing, other public housing/subsidy,</p> <p><b>Recipient Job Prep Knowledge, Beliefs, Values and Resources:</b> attitude toward Welfare, knowledge of WR changes, job skills, work history, reason for job loss, generational work patterns, attitude toward working, work ethic, time table for job preparation, attitude</p>

toward job training, self confidence, recipient perception of human assistance services and providers, job training services, vocational licenses, literacy training/ESL/GED

**Job Status and Job-Related Resources:** stability of recipient job record, self-employment of recipient, transportation time/type, child care issues/type, what jobs received, multiple jobs concurrently

**Adult Health and Developmental Status:** developmental disabilities, chronic health problems, accidents, injuries and disabilities, number sick days, incidence/kind of mental illness, incidence of chemical dependency, nutritional status/number days hungry, maternal depression, health access, self esteem of parent recipient, stress level of parent recipient

**Community Attitudes and Resources:** community attitudes twds TANF recipients, available gov't subsidized resources, recipient perception of community support

**Child Health and Developmental Status:** emergency room visits, immunizations, health access, chronic health problems/number sick days, mental illness, developmental disabilities, chemical dependency, nutritional status/number days hungry, accidents/injuries, regularity of health care

**Social Adjustment/Behavior of Children:** behavior problems of child, social skills/positive behavior of child, confidence/self-esteem, depression/mental health, drug/alcohol/tobacco use, substance abuse treatment, high school graduation/GED, institutionalization, juvenile justice/illegal activities

**Education of Child:** school drop out incidence/age, repeating a grade, school attendance, school performance

**Program Components:** standard of living, financial incentives, support services, lower benefit reduction rate, shelter allowance, tax reduction/rebate, transitional income benefits

**Measurement Tools:**

Parent recipient interview/questionnaire, not yet finalized, not yet finalized, records of weekly/monthly earnings, CPS reports, observation, child's school records

**Evaluation of the Merced County Attendance Project (MerCAP)**

*Evaluation of the Merced County Attendance Project (MerCAP)* was started in September of 1997 and will end December 2000. Principal investigators are Ted Bradshaw, David Campbell and Joan Wright of the California Communities Program in the Dept. of Human Community Development at UC Davis. The evaluation study is in the data collection phase. It is a policy implementation and program development evaluation study of and for the Merced County schools and welfare departments. Under California State Department of Social Services, the study is intended to evaluate client progress and client satisfaction, front line management and practices, implementation processes and program evaluation and overall policy impact of the attendance Project (MerCAP).

Its primary purpose is to conduct impact and process studies of a pilot program to improve school attendance among cash aid recipients. The theoretical framework guiding the research is from the policy implementation and program development literature. Random samples were drawn from students in all the Merced County Schools who are receiving cash aid plus a comparison sample of 320 students not receiving aid. The research design involves multiple stage data collection, using a variety of research strategies (i.e. participant observation, focus groups monitoring of student records and of school program and budget records). Variables of interest include school attendance, grades completed, incidence of repeated grades (if any), achievement test scores. Both descriptive and empirical/statistical analysis of the data will be conducted. The intended audiences for this study are welfare departments and schools.

<b>Organization:</b>	California Communities Program - UC Davis
<b>Principal Investigator(s):</b>	Ted Bradshaw, David Campbell and Joan Wright
<b>Contact:</b>	David Campbell Dept. of Human and Community Development, UC Davis 1 Shields Ave Davis, CA 95616 (530) 754-4328 <a href="mailto:dave.c.campbell@ucdavis.edu">dave.c.campbell@ucdavis.edu</a>
<b>Geographic Region(s):</b>	Merced County
<b>Study Purpose:</b>	To conduct impact and process studies of a pilot program to improve school attendance among cash aid recipients
<b>Primary Focus of Study:</b>	Education
<b>Study Sponsors/Funders:</b>	State government
<b>Target Population(s):</b>	Recipients/participants/clients
<b>Type of Study:</b>	Implementation process, program evaluation, policy impact, client satisfaction, client progress, cost benefit, front line management/practice
<b>Theoretical Framework Guiding</b>	Policy implementation/program development

**Study:**

**Study Design:**

*Multistage Study*

**Data collection techniques:** Focus groups, participant observation

**Design:** Using comparison groups

**Analysis:** Descriptive, analytic, statistical, empirical

**Sample Size and Design:**

**Size:** All Merced county schools, plus 320 student sample

**Design:** Random sample for students

**Study Duration**

September 1997 - December 2000

**Variables or Indicators  
measured:**

**Education of Child:** achievement tests, incidence of repeated  
grades, school attendance

**Measurement Tools:**

Child's school records, school program records

## Evaluation of the PG&E Welfare-to-Work Training Program

*Evaluation of the PG&E Welfare-to-Work Training Program* is sponsored and funded by the public utility itself. Its start-up date was August 1, 1998 and will run until June 30, 2001. Currently, it is in the data collection and analysis stage and data analysis is beginning to take place. Its target audiences are the program funders and the larger policy community.

Its purpose is to examine implementation of an employer sponsored welfare to work program and to assess participant impacts and outcomes of the job training efforts of PG&E in San Francisco. Data is collected from all recipients of PG&E's job training services (n=>50) utilizing focus groups and staff interviews with the recipients. Adult case records and state and county office records are additional sources of information.

<b>Organization:</b>	Berkeley Planning Associates
<b>Principal Investigator(s):</b>	Deana Goldsmith, Rebecca London
<b>Contact:</b>	Deana Goldsmith 440 Grand Ave., Suite 500 Oakland, CA 94610 (510) 465-7884 <a href="mailto:deana@bpacal.com">deana@bpacal.com</a>
<b>Geographic Region(s):</b>	San Francisco
<b>Study Purpose:</b>	1) To examine implementation of an employer-sponsored welfare to work program; 2) To assess participant impacts
<b>Primary Focus of Study:</b>	Job training efforts
<b>Study Sponsors/Funders:</b>	Public utility
<b>Target Population(s):</b>	Recipients/participants/clients
<b>Type of Study:</b>	Implementation process, outcome
<b>Theoretical Framework Guiding Study:</b>	N/A
<b>Study Design:</b>	<b>Data collection techniques:</b> Focus groups, survey <b>Design:</b> Using comparison groups <b>Analysis:</b> Analytic
<b>Sample Size and Design:</b>	<b>Size:</b> 1-50 <b>Design:</b> All participants
<b>Study Duration</b>	August 1997 - June 1999
<b>Variables or Indicators measured:</b>	<b>Demographics:</b> education/attainment, race/ethnicity, age of mother, number of children, citizenship status, employment status <b>Family Resources:</b> total income, Medicaid/Cal/other gov't program, informal child care/transportation, type of resources used

**Quality of Child Care:** type, accessibility and extent, stability of child care

**Socioeconomic Status of Family:** welfare recidivism

**Family Formation:** number of adults living in home

**Housing/Homelessness:** days/months spent homeless

**Recipient Job Prep Knowledge, Beliefs, Values and Resources:** job skills, work history, time table for job preparation, career and educational aspirations, job training services, literacy training/ESL/GED, recipient perception of adequacy of transportation support

**Job Status and Job-Related Resources:** stability of recipient job record, self-employment of recipient, transportation time/type, child care issues/type, what jobs received, multiple jobs concurrently, benefits at job

**Child Health and Developmental Status:** immunizations, morbidity/disease exposure

**Program Components:** program operations/ requirements/ implementation, support services

**Measurement Tools:**

Parent recipient interview/questionnaire, adult case records, staff interview w/ client, state/county welfare office records



## **Growing Up in Poverty: The Effects of Welfare Reform on Children**

*Growing Up in Poverty: The Effects of Welfare Reform on Children* is being conducted by PACE, UC Berkeley and Yale University. In January 1996, a small group of university researchers, policy leaders and child-care organizations began to sketch the project's contours, led by Bruce Fuller at Berkeley and Sharon Lynn Kagan at Yale University. Others have joined the research team and began in 1997 in the data collection phase of this longitudinal study projected to run until the year, 2001.

The authors employ an experimental design to collect survey data and statistical measurements in order to track a large group of mothers coming off welfare. Additional research methodologies that are used are focus groups, participant observation, and child assessments. The primary focus of the work is to learn how they and their families are faring, to monitor how the supply and quality of child-care is changing in response to "Welfare reform," and to assess how the child-care settings are shaping the children's early development, cognitive development and health. At the family level, a large group of mothers coming off of welfare will be tracked. The theoretical frameworks for the research are child care selection modeling and child developmental theories, especially theories pertaining to cognitive and social development in children.

The study will monitor ongoing client progress, CalWORKS client and child outcomes and engage in program evaluation. A random sample of up to 1,000 CalWORKS parents with young children has been drawn from San Francisco and Santa Clara Counties in California. Data is being collected on a wide range of variables, with emphasis on quality of Child Care and Child well-being. The Federal government and private foundations are sponsoring the study.

<b>Organization:</b>	PACE -- UC Berkeley and Yale University
<b>Principal Investigator(s):</b>	Bruce Fuller and Gretchen Caspary
<b>Contact:</b>	Bruce Fuller, Gretchen Caspary UC Berkeley Tolman Hall 3659 Berkeley, CA 94720 (510) 642-7223
<b>Geographic Region(s):</b>	San Francisco and Santa Clara County
<b>Study Purpose:</b>	To determine the effect of welfare reform on children's early development, learning, and health (see brochure for details).
<b>Primary Focus of Study:</b>	Income security/TANF, child care
<b>Study Sponsors/Funders:</b>	Federal government, private foundation
<b>Target Population(s):</b>	Welfare - new applicants, single-parent families, children
<b>Type of Study:</b>	Program evaluation, client progress, outcome (on CalWORKS clients and children)
<b>Theoretical Framework Guiding Study:</b>	Child care selection modeling; Child development effects (cognitive and social development)

<b>Study Design:</b>	<b>Data collection techniques:</b> Participant observation, survey <b>Design:</b> <i>Experimental</i>
	<b>Analysis:</b> Statistical <b>Length:</b> Longitudinal
<b>Sample Size and Design:</b>	<b>Size:</b> 851-1,000 <b>Design:</b> Random sample of new CalWORKS parents w/ young children
<b>Study Duration</b>	1998 - 2001
<b>Variables or Indicators measured:</b>	<b>Demographics:</b> education/attainment, race/ethnicity, age of mother, age of father (of each child), age of children, number of children, of children, teen birth, citizenship status, marital/non-marital birth, employment status <b>Family Resources:</b> total income, Medicaid/Medi-Cal/other gov't program, informal child care/transportation <b>Quality of Child Care:</b> type, accessibility and extent, distance to child care provider, part-day/all-day, evening and emergency providers, special need children, infant care, teacher to child ratio, developmental/educational component, subsidized, licensed/trained, parent perception of quality, stability of child care <b>Socioeconomic Status of Family:</b> poverty, parental occupation (when employed), mobility <b>Family Formation:</b> number of adults living in home, single/dual parents, marital status/cohabitation, kinship patterns, sibling relationships, changes in marital status or cohabitation, child/family living arrangements <b>Parenting Attitudes and Practices:</b> parents' mobilization of resources, extended family involvement, regular routines, social support for parents, cognitive stimulation, discipline <b>Housing/Homelessness:</b> renter status, Section 8 housing <b>Recipient Job Prep Knowledge, Beliefs, Values and Resources:</b> attitude toward welfare, knowledge of welfare reform changes, job skills, job training services <b>Job Status and Job-Related Resources:</b> child care/type, multiple jobs concurrently <b>Adult Health and Developmental Status:</b> chronic health problems, nutritional status/number days hungry, maternal depression, stress level of parent recipient <b>Community Attitudes and Resources:</b> available government subsidized resources (child care supply) <b>Child Health and Developmental Status:</b> health at birth/history of

health status, chronic health problems/number sick days, regularity of health care

**Social Adjustment/Behavior of Children:** behavior problems of child (preschool age)

**Education of Child:** achievement tests (early language development)

**Measurement Tools:**

Not specified

## **Immigrant Women and Welfare Project**

***Immigrant Women and Welfare Project*** is a study conducted from January 1998 to November 1998 in Santa Clara County, CA. This study is designed to document the experiences of immigrant women as they move from welfare to work under the new CalWORKS program. Specifically, the study seeks to determine if immigrant women have access to jobs, job training, education, child care and language appropriate services. No theoretical framework has been identified in the study. Findings are to be used to advocate with and on behalf of immigrant women. It is designed to evaluate client satisfaction and client progress, service utilization and service outcome, “at risk” assessment in a larger effort to study program implementation processes, program evaluation and policy impact.

The comparison group study design involves use of 150 randomly selected immigrant Vietnamese and Mexican women who are single heads of households and who are welfare recipients or former recipients. Various government programs and services are targeted for review of their impact on immigrant women and they include the following: TANF, job training efforts, food stamps, child care, transportation, Medi-Cal, education, and housing. The wage structure and wages of the women along with various factors that might undermine a woman’s autonomy (i.e. domestic violence) are also examined. This, in part, is an ethnographic study using interviews of the women participants, but it is also a study that analyzes policy and utilizes data from welfare office records, county and state documents, field notes and observations from Santa Clara County CalWORKS meetings and from meetings with community based organization providers. Data are both descriptive and empirical.

The intended audiences include state and county policymakers, legislators, non-profit organizations, the public and researchers of welfare reform. The Emma Lazarus Foundation, the Rosenberg Foundation, and the Women’s Foundation are sponsoring the research.

<b>Organization:</b>	Equal Rights Advocates
<b>Principal Investigator(s):</b>	Doris Ng, Beth Parker, Deanna Zachary
<b>Contact:</b>	Doris Ng 1663 Mission St., Ste 55 San Francisco, CA 94103 (415) 621-0672 <a href="mailto:dng@equalrights.org">dng@equalrights.org</a>
<b>Geographic Region(s):</b>	Santa Clara County, C.H.
<b>Study Purpose:</b>	To document the experiences of immigrant women as they move from welfare to work under CalWorks. To determine if immigrant women have access to [jobs and training services]. To use the data to advocate with/for immigrant women
<b>Primary Focus of Study:</b>	Income security/TANF, job training efforts, child care, food stamps, Medi-Cal, transportation, education, housing/homelessness,

	wages/wage structure
<b>Study Sponsors/Funders:</b>	Private foundations: Emma Lazarus Foundation, the Rosenberg Foundation, the Women's Foundation
<b>Target Population(s):</b>	Welfare - new applicants, recipients/participants/clients, former recipients, single-parent families, low-wage workers, immigrants
<b>Type of Study:</b>	Implementation process, program evaluation, policy impact, client satisfaction, client progress, service utilization, "at risk" assessment, outcome
<b>Theoretical Framework Guiding Study:</b>	N/A
<b>Study Design:</b>	<p><b>Data collection techniques:</b> Ethnographic study, survey</p> <p><b>Design:</b> Using comparison groups</p> <p><b>Analysis:</b> Policy analysis, statistical, empirical</p>
<b>Sample Size and Design:</b>	<p><b>Size:</b> 150 immigrant women</p> <p><b>Design:</b> Random from within the group of Vietnamese and Mexican single immigrant women heads of welfare households</p>
<b>Study Duration</b>	January 1998 - November 1998
<b>Variables or Indicators measured:</b>	<p><b>Demographics:</b> education/attainment, race/ethnicity, age of mother, age of children, number of children, citizenship status, employment status, wage levels, time on welfare</p> <p><b>Family Resources:</b> total income, expenses, Medicaid/Cal/other gov't program, other health care, informal child care/transportation, type of resources used, stability of income</p> <p><b>Quality of Child Care:</b> type, accessibility and extent, distance to child care provider, special need children, infant care, subsidized, licensed/trained, stability of child care</p> <p><b>Socioeconomic Status of Family:</b> poverty, parental occupation, shared housing</p> <p><b>Family Formation:</b> number of adults living in home, single/dual parents, number of subsequent births, marital status/cohabitation, kinship patterns, multigenerational household, adoption/relinquishment, community context, presence of bio/non-biological father, changes in marital status or cohabitation, child/family living arrangements, support from child's father's family, history of out-of-home placement of child</p> <p><b>Parenting Attitudes and Practices:</b> parents' mobilization of resources, non-custodial parent involvement, extended family involvement, parenting classes/practices, social support for parents</p> <p><b>Housing/Homelessness:</b> renter status, Section 8 housing, other public housing/subsidy, home ownership (if any)</p> <p><b>Recipient Job Prep Knowledge, Beliefs, Values and Resources:</b></p>

attitude toward welfare, knowledge of welfare reform changes, job skills, work history, reason for job loss, time table for job preparation, attitude toward job training, career and educational aspirations, recipient perception of human assistance services and providers, job training services, vocational licenses, literacy training/ESL/GED, recipient perception of adequacy of transportation support

**Job Status and Job-Related Resources:** stability of recipient job record, self-employment of recipient, transportation time/type, child care issues/type, job availability, what jobs recipient interested in, what jobs received, multiple jobs concurrently

**Adult Health and Developmental Status:** developmental disabilities, chronic health problems, incidence/kind of mental illness, incidence of chemical dependency, health access

**Community Attitudes and Resources:** available gov't subsidized resources, recipient perception of community support

**Child Health and Developmental Status:** health at birth/history of health status, health access, chronic health problems/number sick days, mental illness, developmental disabilities, chemical dependency, nutritional status/number days hungry

**Social Adjustment/Behavior of Children:** behavior problems of child, social skills/positive behavior of child, depression/mental health

**Education of Child:** school attendance, school performance

**Program Components:** standard of living, family caps, financial incentives, program operations/requirements/implementation, support services, tax reduction/rebate, service utilization, efficiency in child support collection,

**Measurement Tools:**

Parent recipient interview/questionnaire, state/county welfare office records, county health survey, meetings w/ CBO's and providers, state/county documents, CalWORKS implementation mtgs of Santa Clara County

## **The Impact of Welfare Reform on California Grandparents Raising Grandchildren**

*The Impact of Welfare Reform on California Grandparents Raising Grandchildren* is a study being conducted at the Center for Social Services Research and School of Public Health at UC Berkeley. The principal investigators are Meredith Minkler and Jill Duerr Berrick. This year-long study was completed July 1, 1998.

The study is a policy implementation and impact study, intended to inform policymakers, program staff, and the general public who are concerned with kinship caregivers and their families. The purpose of the study is to review federal and state welfare reform legislation: to present reflections from the field regarding the potential impacts of specific aspects of the new legislation on relative caregivers, their families, and the child welfare system. Further, the study seeks to examine the number and characteristics of older caregivers on AFDC.

The primary focus of the study is income security/TANF, child abuse and foster care placement. The study design is policy analysis. Thirty-five key informants were purposefully selected for specific criteria (new welfare applicants and current welfare recipients were included in the sample). Community members, foster care staff and extended family members were interviewed. Of particular interest were variables that dealt with family formation, type of welfare resources used, parenting by extended family members, role of grandparents and various program components of the welfare systems

<b>Organization:</b>	Center for Social Services Research -- School of Social Welfare, UC Berkeley
<b>Principal Investigator(s):</b>	Meredith Minkler, Dr. P.H. and Jill Duerr Berrick, Ph.D.
<b>Contact:</b>	Barbara Needell 120 Haviland Hall, Berkeley, CA 94720-7400 (510) 642-1893 bneedell@uclink4.berkeley.edu
<b>Geographic Region(s):</b>	CA
<b>Study Purpose:</b>	To review federal and state WR legislation; to present . . . potential impacts of specific aspects of the new legislation on relative caregivers, their families, and the child welfare system; to examine the number and character of older caregivers on AFDC.
<b>Primary Focus of Study:</b>	Income security/TANF, child abuse, foster care placement
<b>Study Sponsors/Funders:</b>	Independent research center
<b>Target Population(s):</b>	Welfare - new applicants, recipients/participants/clients, children, grandparent caregivers on AFDC
<b>Type of Study:</b>	Implementation process, policy impact
<b>Theoretical Framework Guiding Study:</b>	N/A

<b>Study Design:</b>	<b><i>Policy analysis</i></b>
<b>Sample Size and Design:</b>	<b>Size:</b> 1-50 <b>Design:</b> 35 key informants purposefully selected for specific criteria; statewide administrative data
<b>Study Duration</b>	July 1 1997 - July 1 1998
<b>Variables or Indicators measured:</b>	<b>Demographics:</b> number of children, older caregivers <b>Family Resources:</b> type of resources used <b>Family Formation:</b> multigenerational household, foster care, child/family living arrangements, support from child's father's family <b>Parenting Attitudes and Practices:</b> extended family involvement <b>Community Attitudes and Resources:</b> community attitudes towards TANF recipients <b>Program Components:</b> family caps, financial incentives, program operations/requirements/implementation
<b>Measurement Tools:</b>	MEDS, key informants, community member interview/questionnaire, interview with/survey of foster care/adoption staff



## Impact of Welfare Reform on Education of Los Angeles County Youth

*Impact of Welfare Reform on Education of Los Angeles County Youth* is in the planning stage and phase one of the study runs August 1998 to September 1999. It may become a five-year longitudinal study. It is conducted through the Los Angeles County Office of Education and backed by the LA County government.

Utilizing comparison groups, the research is designed to determine what, if any impact welfare reform had on the educational performance, achievement, matriculation and behavior of public school K-12 children in LA County, and the entire school community of the County. Phase I of the study will target, for study, 1700 schools (all the schools in the County) using school-level data/ Part II will involve research in 20 selected schools gathering student level data (all students in the selected schools by geographic area and economic criteria). The target populations for this study include the following: School age children in families diverted from welfare, welfare recipients, former recipients, community members. Since this study is in the planning stages, all variables and data sources are proposed.

Demographic variables will be collected from the California Basic Education Data System (CBEDS) and County DPSS data. Family Income and wage rates, child care type, accessibility and extent will be found in County/State welfare office records. School free lunch receipts will assist measurements of poverty. Family formation variables will be found in the LA County DPSS data as will work history, parent compliance with welfare regulations, parent transition from welfare to work, use of financial incentives in welfare to work programs. School staff interviews and questionnaires will reveal parental involvement in the schools.

School records will be reviewed for information about family mobility and school attendance, tardiness, behavioral indicators (expulsions, suspensions, etc.), performance on standardized tests (SAT scores, STAR tests and grades completed. The CBEDS will be the source of information about matriculation rates and success in GED completion. Characteristics of the Schools, teachers, class size, teacher/pupil ratio, etc will be found in the CBEDS. No theoretical framework has, as yet, been identified.

The intended audience of the research is school and governmental administrative and policy workers.

<b>Organization:</b>	Los Angeles County Office of Education, EC 148
<b>Principal Investigator(s):</b>	N/A
<b>Contact:</b>	Jim Parker 9300 Imperial Hwy Downey, CA 90242-2890 (562) 922-6435 <a href="mailto:Parker-Jim@laoe.edu">Parker-Jim@laoe.edu</a>
<b>Geographic Region(s):</b>	Los Angeles County

<b>Study Purpose:</b>	To determine what, if any, impact welfare reform has on the educational performance, achievement, matriculation and behavior of public school children in LA County, and the entire school community of the County
<b>Primary Focus of Study:</b>	Education, school dropout
<b>Study Sponsors/Funders:</b>	County government, school (K-12)
<b>Target Population(s):</b>	Persons diverted from welfare, recipients/participants/clients, former recipients, community members, children
<b>Type of Study:</b>	Policy impact, client progress
<b>Theoretical Framework Guiding Study:</b>	N/A
<b>Study Design:</b>	<b>Design:</b> Using comparison groups <b>Analysis:</b> Statistical <b>Length:</b> Longitudinal
<b>Sample Size and Design:</b>	<b>Size:</b> Part 1: 1700 schools; Part 2: 20 schools <b>Design:</b> Part 1: random sample of all schools in the county; Part 2: all students in selected schools by geographic area and economic criteria Part 1 is school-level data, Part 2 is student level data in selected schools
<b>Study Duration</b>	August 1998 - September 1999 (phase 1, may be 5 yr study)
<b>Variables or Indicators measured:</b>	<b>Demographics:</b> education/attainment, race/ethnicity, age of children, employment status <b>Family Resources:</b> total income, wage rate <b>Quality of Child Care:</b> type, accessibility and extent <b>Socioeconomic Status of Family:</b> poverty <b>Family Formation:</b> number of adults living in home, single/dual parents, marital status/cohabitation <b>Parenting Attitudes and Practices:</b> parental involvement in school <b>Housing/Homelessness:</b> number of moves <b>Recipient Job Prep Knowledge, Beliefs, Values and Resources:</b> work history <b>Job Status and Job-Related Resources:</b> parent compliance w/ W regs, parent transition from W to work <b>Social Adjustment/Behavior of Children:</b> high school graduation/GED <b>Education of Child:</b> achievement tests, school drop out incidence/age, school attendance, school performance, grades

completed, comparative performance (nat'l, class), characteristics of teacher, teacher/pupil ratio, class and school size, mobility to different schools, Behavioral indicators - expulsions, suspensions, etc., College Prep (A-F reqs), tardiness

**Program Components:** Parent compliance w/ W regulations

**Measurement Tools:**

CA Basic Educ. Data System (CBEDS), LA County DPSS data, state/county welfare office records, School Free and Reduced Lunch recipient, school staff interview/questionnaire, school records of mobility, child's school records, SAT scores, STAR tests

## **Monitoring the Impact of Welfare Reform on California Communities**

*Monitoring the Impact of Welfare Reform on California Communities* is a state/county study and is being planned by the California Budget Project to track the impact of welfare reform on communities, recipients and state and local budgets. The principal investigators are Jean Ross and Kim Flores. The study is designed to track the implementation process of TANF and to evaluate recipient outcomes.

The primary focus of the study is TANF, job training efforts, child care and wages, and the wage structure. It is both descriptive and statistical/empirical. The target populations include welfare recipients (current, former and diverted), low-wage workers and the working poor and the general population. The intended audiences include policymakers, the media, and interested community members. No theoretical perspective has been identified for this study.

<b>Organization:</b>	California Budget Project
<b>Principal Investigator(s):</b>	Jean Ross, Kim Flores
<b>Contact:</b>	Jean Ross 921 11th St., Ste 502 Sacramento, CA 95814 (916) 444-0500 jross@clp.org
<b>Geographic Region(s):</b>	State/county
<b>Study Purpose:</b>	Track the impact of welfare reform on communities, recipients and state and local budgets
<b>Primary Focus of Study:</b>	Income security/TANF, job training efforts, child care, wages/wage structure
<b>Study Sponsors/Funders:</b>	Private foundation
<b>Target Population(s):</b>	Welfare - new applicants, persons diverted from welfare, recipients/participants/clients, former recipients, low-wage workers, general population, the working poor
<b>Type of Study:</b>	Implementation process
<b>Theoretical Framework Guiding Study:</b>	N/A
<b>Study Design:</b>	<b>Analysis:</b> Descriptive, statistical, empirical
<b>Sample Size and Design:</b>	N/A
<b>Study Duration</b>	N/A
<b>Variables or Indicators measured:</b>	<b>Demographics:</b> education/attainment, race/ethnicity, employment status
<b>Measurement Tools:</b>	Not specified

## Post-Employment Services Demonstration Evaluation

***Post-Employment Services Demonstration Evaluation*** is an experimental design to test the effectiveness of services to help newly-employed welfare recipients stay employed. The primary focus of the study is employment, and is designed to evaluate the outcome of employment service utilization. The intended audiences for the study are policymakers and program operators.

Utilizing questionnaires or interviews with former welfare recipients, welfare office records and UI wage records, the following variables were evaluated for each recipient: demographic variables (i.e., education, race/ethnicity, age of mother and number of children), employment status, parental occupation total incomes, expenses, welfare and local charity utilization, type accessibility, stability and extent of child care, work history, reason for job loss (if any), utilization of job training services, type, times, salaries of jobs and if multiple jobs were held concurrently, chronic health problems (if any). No theoretical or conceptual framework was identified. The study design was experimental. The sample size was over 3,001 of all newly-employed welfare and former welfare recipients in demonstration areas of Riverside County, CA, Chicago, IL, San Antonio, TX, Portland, OR.

<b>Organization:</b>	Mathematica Policy Research, Inc.
<b>Principal Investigator(s):</b>	Anu Rangarajan, Alan Hershey
<b>Contact:</b>	Alan Hershey P.O. Box 2393 Princeton, NJ 08543 (609) 275-2384 <a href="mailto:ahershey@mathematica-mpr">ahershey@mathematica-mpr</a>
<b>Geographic Region(s):</b>	Riverside County, CA and Chicago, IL, San Antonio, TX, Portland, OR
<b>Study Purpose:</b>	To test the effectiveness of services to help newly-employed welfare recipients stay employed
<b>Primary Focus of Study:</b>	Employment
<b>Study Sponsors/Funders:</b>	Federal government, state government, county government
<b>Target Population(s):</b>	Recipients/participants/clients, former recipients
<b>Type of Study:</b>	Implementation process, policy impact, service utilization, outcome
<b>Theoretical Framework Guiding Study:</b>	N/A
<b>Study Design:</b>	Experimental
<b>Sample Size and Design:</b>	<b>Size:</b> Over 3,000 <b>Design:</b> All newly-employed welfare recipients in demonstration areas
<b>Study Duration</b>	April 1, 1994 - December 31, 1998

**Variables or Indicators  
measured:**

**Demographics:** education/attainment, race/ethnicity, age of mother, number of children, employment status

**Family Resources:** total income, expenses, informal child care/transportation, type of resources used

**Quality of Child Care:** Type, accessibility and extent, stability

**Socioeconomic Status of Family:** parental occupation

**Family Formation:** number of adults living in home, number of subsequent births, marital status/cohabitation

**Recipient Job Prep Knowledge, Beliefs, Values and Resources:** work history, reason for job loss, job training services

**Job Status and Job-Related Resources:** stability of recipient job record, child care/type, what jobs received, multiple jobs concurrently

**Adult Health and Developmental Status:** chronic health problems

**Measurement Tools:**

UI wage records, welfare records, baseline sample enrollment form, family member interview/questionnaire, state/county welfare office records

## Research and Evaluation of the SUCCESS Program

**Research and Evaluation of the SUCCESS Program** is sponsored and funded by the County of San Mateo, where the research is being conducted. This program evaluation, empirical, cost benefit, longitudinal outcome study also seeks to address the policy impact of TANF. Specifically, it is intended to evaluate the impact of the SUCCESS program in San Mateo County, of integrated services and stricter sanctioning on TANF family's economic circumstances and child well-being.

The primary focus of the study is the policy impact of TANF on the services of food stamps, Medi-Cal, and drug and alcohol abuse treatment. The investigators are tracking recipient educational performance, school dropout rates, child abuse and neglect, foster care placement and recipient wages. The pre-test/post-test, quasi-experimental design compares the universe of recipients from administrative records (over 3,000 cases) of new applicants to welfare programs and persons diverted from welfare. A subsample of children (100-250) was selected from four schools to monitor child well-being. Statistical data is primarily collected from adult and child recipient case records and program records, however focus groups are also being conducted. Program evaluation literature and theory guide the research.

<b>Organization:</b>	The SPHERE Institute
<b>Principal Investigator(s):</b>	Thomas McCurdy
<b>Contact:</b>	Mark Gritz 30 Alta Rd Palo Alto, CA 94305 (650) 325-5969 <a href="mailto:sphereinst@aol.com">sphereinst@aol.com</a>
<b>Geographic Region(s):</b>	San Mateo County
<b>Study Purpose:</b>	To evaluate the impact of the SUCCESS program of integrated services and stricter sanctioning on TANF families' economic circumstances and child well-being.
<b>Primary Focus of Study:</b>	Income security/TANF, food stamps, Medicaid/Medi-Cal, education, child abuse, foster care placement, neglect, drug/alcohol abuse/treatment, school dropout, wages/wage structure
<b>Study Sponsors/Funders:</b>	County government: County of San Mateo
<b>Target Population(s):</b>	Welfare - new applicants, persons diverted from welfare, recipients/participants/clients
<b>Type of Study:</b>	Program evaluation, outcome, cost benefit, policy impact
<b>Theoretical Framework Guiding Study:</b>	Quasi-experimental program evaluation
<b>Study Design:</b>	<b>Data collection technique:</b> Focus groups <b>Design:</b> Using comparison groups, quasi experimental (pre-test/post

	test)
	<b>Analysis:</b> Analytic, statistical, empirical
	<b>Length:</b> Longitudinal
<b>Sample Size and Design:</b>	<b>Size:</b> 101-250 <b>Design:</b> Child well-being subsample purposefully selected for 4 schools, universe of recipients for administrative records
<b>Study Duration</b>	December 1, 1997 - August 31, 2001
<b>Variables or Indicators measured:</b>	<b>Demographics:</b> education/attainment, race/ethnicity, age of mother, age of children, number of children, teen birth, citizenship status, marital/non-marital birth, employment status <b>Family Resources:</b> total income, expenses, Medicaid/Cal/other gov't program, type of resources used <b>Socioeconomic Status of Family:</b> poverty, mobility <b>Family Formation:</b> number of adults living in home, single/dual parents, number of subsequent births, adoption/relinquishment, foster care, history of out-of-home placement of child <b>Housing/Homelessness:</b> Section 8 housing, other public housing/subsidy <b>Recipient Job Prep Knowledge, Beliefs, Values and Resources:</b> job skills <b>Job Status and Job-Related Resources:</b> stability of recipient job record <b>Child Health and Developmental Status:</b> low birth weight (age 0-5), immunizations <b>Education of Child:</b> achievement tests, school drop out incidence/age, incidence of repeated grades, school attendance, school performance, grades completed, comparative performance (nat'l, class)
<b>Measurement Tools:</b>	Adult case records, child case records, UI wage records, state/county welfare office records, records of housing assistance programs, job readiness training records, health records (child), child's school records



## **Substance Abuse in a Public Assistance Population: Impact for Welfare Reform and Child Welfare**

*Substance Abuse in a Public Assistance Population: Impact for Welfare Reform and Child Welfare* is a study still on the drawing board and slated to begin January 1, 1999, to run until December 31, 2001. The primary focus of the study is CalWORKs, drug and alcohol treatment, child abuse and neglect, foster care and adoption. It is to be sponsored by CalSWEC (The California Social Work Education Center at the University of California, Berkeley), and the state and federal governments. The intended audiences include members of the child welfare system and trainers of child welfare social work students.

Its overarching purpose is to describe and compare the multidimensional usage patterns of women with children who utilize a combination of these separate systems—CalWORKs, Children’s Service Bureau Alcohol & Drug Services—to identify policy and practice implications of welfare reform on the child welfare system. The conceptual framework for the study is systems theory and as such will evaluate at three levels of impact:

- (1) the impact of the CalWORKs policy,
- (2) program implementation effects the community, and
- (3) service utilization, individual client progress and outcome will be monitored.

Researchers will primarily analyze secondary data collected by San Diego County that will be descriptive as well as statistical, however part of the study involves content analysis. The target populations include persons with substance abuse problems (over 3,000), new CalWORKs applicants and recipients (both single-parent families and two-parent families)(n=100-250) and Children’s Service Bureau clients (n=400 or less).

<b>Organization:</b>	San Diego State University School of Social Work
<b>Principal Investigator(s):</b>	Melinda Hohman, Audrey Shillington, Lorina Jones
<b>Contact:</b>	Melinda Hohman 5500 Campanile Dr. San Diego, CA 92182-4119 (619) 594-5500 <a href="mailto:mhohman@mail.sdsu.edu">mhohman@mail.sdsu.edu</a>
<b>Geographic Region(s):</b>	San Diego County
<b>Study Purpose:</b>	To describe and compare the multidimensional usage patterns of women w/ children who utilize a comb. of 3 separate systems -- CalWORKs, Children's Service Bureau and Alcohol and Drug Services -- to identify policy and practice implications of welfare reform on the Child Welfare system
<b>Primary Focus of Study:</b>	Income security/TANF, child abuse, foster care placement, neglect, drug/alcohol abuse/treatment, adoption
<b>Study Sponsors/Funders:</b>	CalSWEC (The California Social Work Education Center), federal

	government, state government
<b>Target Population(s):</b>	Welfare - new applicants, recipients/participants/clients, single-parent families, two-parent families, the working poor, Children's Service Bureau clients
<b>Type of Study:</b>	Implementation process, policy impact, client progress, service utilization, outcome
<b>Theoretical Framework Guiding Study:</b>	Systems theory
<b>Study Design:</b>	<b>Data collection technique:</b> Content analysis, secondary analysis of county data <b>Analysis:</b> Descriptive, statistical
<b>Sample Size and Design:</b>	<b>Size:</b> 1) 101-250 (CalWORKS sample); 2) 251-400 (CSB sample); 3) over 3,000 (ADS) <b>Design:</b> CSB sample purposefully selected for specific criteria; ADS sample is population during given time frame
<b>Study Duration</b>	January 1, 1998 - December 31, 2001
<b>Variables or Indicators measured:</b>	<b>Demographics:</b> education/attainment, race/ethnicity, age of mother, age of father (of each child), age of children, number of children, marital/non-marital birth, employment status <b>Family Resources:</b> total income <b>Socioeconomic Status of Family:</b> parental occupation, history of incarceration <b>Family Formation:</b> number of adults living in home, single/dual parents, marital status/cohabitation, adoption/relinquishment, foster care, presence of bio/non-biological father <b>Parenting Attitudes and Practices:</b> parenting classes/practices, abuse/neglect charges <b>Recipient Job Prep Knowledge, Beliefs, Values and Resources:</b> reason for job loss, time table for job preparation, program requirements, problems meeting requirements <b>Adult Health and Developmental Status:</b> incidence of chemical dependency, use of CD counseling services <b>Program Components:</b> financial incentives, program operations/requirements/implementation, service utilization
<b>Measurement Tools:</b>	Adult case records, child case records

## Welfare and Immigrant Households in California and Texas

*Welfare and Immigrant Households in California and Texas*, sponsored by the Tomas Rivera Policy Institute, is conducting research begun in June, 1997 that is expected to be completed January 1999. The researcher is in the process of collecting and analyzing data to assess the impact of Federal and State welfare policy changes (1988-1996) and policy implementation processes on immigrant households and selected communities.

Specifically, the investigators' goal is to examine the forms of incorporation /inclusion on immigrant households in US communities (chosen for the study are the communities of Santa Ana and San Diego, CA, and El Paso and Dallas, TX). The primary focus of the study involves policies of immigrant services under TANF, food stamps, Medicaid/Medi-Cal, drug and alcohol treatment services and their impact on immigrant households. Using policy analysis, case studies and descriptive research techniques, the intended audience for this research includes policymakers, immigrant assistance organizations, immigrant advocacy organizations and program providers.

Within the four communities, 25 immigrant households were selected in each community with a sampling design aimed purposefully to enhance specific efforts of capturing the immigrant's experiences. Many of the families have mixed citizenship status, which is of particular interest in the research efforts. Contact with local Head Start agencies put the research team in touch with families to interview and snowball sampling techniques were used to build a sample of households in which interviews took place. Data are being collected using questionnaires designed by the research team. Theoretical guidelines come from the literature on public policy analysis and immigrant incorporation.

<b>Organization:</b>	Tomas Rivera Policy Institute
<b>Principal Investigator(s):</b>	Gary Freeman, Ph.D.
<b>Contact:</b>	Maria Hurtado 241 E. Eleventh St. Claremont, CA 91711 (909) 621-8897 <a href="mailto:maria.hurtado@cgu.edu">maria.hurtado@cgu.edu</a>
<b>Geographic Region(s):</b>	Santa Ana and San Diego, CA; El Paso and Dallas, TX
<b>Study Purpose:</b>	A) To assess the impact of federal and state welfare policy changes (1985-96) on immigrant households and selected communities; B) To examine the forms of incorporation/inclusion of immigrant households in US communities.
<b>Primary Focus of Study:</b>	Income security/TANF, food stamps, Medicaid/Medi-Cal, neighborhood/community, immigrant households
<b>Study Sponsors/Funders:</b>	Private foundation
<b>Target Population(s):</b>	Recipients/participants/clients, immigrants
<b>Type of Study:</b>	Implementation process, policy impact, forms of incorporation

<b>Theoretical Framework Guiding Study:</b>	Public policy analysis; immigrant incorporation
<b>Study Design:</b>	<b>Data collection technique:</b> Case study <b>Analysis:</b> Policy analysis, descriptive
<b>Sample Size and Design:</b>	<b>Size:</b> 101-250 – 4 sites (25 households in each) <b>Design:</b> Purposefully selected for specific criteria
<b>Study Duration</b>	June 1997 - January 1999
<b>Variables or Indicators measured:</b>	<b>Demographics:</b> education/attainment, race/ethnicity, citizenship status, employment status, presence of mixed citizenship/immigration status in the same household <b>Family Resources:</b> total income, expenses, Medicaid/Cal/other gov't program, other health care, informal child care/transportation, type of resources used, stability of income <b>Quality of Child Care:</b> type, accessibility and extent, subsidized <b>Socioeconomic Status of Family:</b> poverty, parental occupation <b>Family Formation:</b> number of adults living in home, single/dual parents, marital status/cohabitation, multigenerational household, neighborhood tenure, community context, support from child's father's family <b>Parenting Attitudes and Practices:</b> parents' mobilization of resources, extended family involvement <b>Housing/Homelessness:</b> number of moves, number of evictions, renter status, Section 8 housing, other public housing/subsidy, home ownership (if any) <b>Recipient Job Prep Knowledge, Beliefs, Values and Resources:</b> attitude toward Welfare, knowledge of WR changes, work history, reason for job loss <b>Job Status and Job-Related Resources:</b> stability of recipient job record, self-employment of recipient <b>Adult Health and Developmental Status:</b> chronic health problems, accidents, injuries and disabilities, nutritional status/number days hungry, health access <b>Community Attitudes and Resources:</b> impact of food stamp decreases on ?? <b>Child Health and Developmental Status:</b> emergency room visits, nutritional status/number days hungry <b>Social Adjustment/Behavior of Children:</b> child's employment vs. schooling <b>Education of Child:</b> grades completed

**Measurement Tools:**

Parent recipient interview/questionnaire, family member interview/questionnaire, interview/questionnaire w/ child care providers, questionnaire, field research notes, survey of (?) providers, household interview

## **Welfare Reform and Community Well-Being: Public-Private Collaboration in California Counties**

***Welfare Reform and Community Well-Being: Public-Private Collaboration in California Counties*** is an ongoing study that was begun February, 1997. A first report was issued in October 1997 and a brief was issued August 1998. Future briefs and reports are planned to be released on an ongoing basis. Principle Investigators are David Campbell and Joan Wright of the California Communities Program at UC Davis, working out of the Dept. of Human and Community Development.

This study, sponsored by UC, Davis, is intended to monitor community planning and governance processes, and the resulting policies and programs in six California counties (Butte, Kern, Sacramento, San Diego, Tulare, and Ventura). The counties were purposefully selected for the specific criteria of an urban/rural mix. The study is designed to assess the patterns of non-profit involvement in welfare reform planning and partnerships and the quality of citizen involvement in public decision-making and program implementation. In short, it is a community collaboration assessment.

The primary focus of the research is community governance and its authors are particularly interested in policy impact, front line management and management practices, policy implementation processes and program evaluation. The Conceptual frameworks guiding the study come from the civil society and policy implementation literature. The researchers have utilized a longitudinal, case study design and their findings are statistical, analytical and descriptive. A range of community stakeholders (i.e. community members, local governmental program administrators, and administrators of non-profit social services) were interviewed. Additional data was collected from county and community program descriptions and documents, and census data.

The unit of analysis is each of the counties selected for the study and demographic variables of interest include the following: High school graduation rates, teen pregnancy rates and unemployment rates. The intended audiences for this research include the following: State and County welfare officials, elected officials, non-profit leaders and other community members.

<b>Organization:</b>	California Communities Program - UC Davis
<b>Principal Investigator(s):</b>	David Campbell and Joan Wright
<b>Contact:</b>	David Campbell Dept. of Human and Community Development, UC Davis 1 Shields Ave Davis, CA 95616 (530) 754-4328 <a href="mailto:dave.c.campbell@ucdavis.edu">dave.c.campbell@ucdavis.edu</a>
<b>Geographic Region(s):</b>	6 CA Counties: Butte, Kern, Sacramento, San Diego, Tulare, Ventura

<b>Study Purpose:</b>	Community collaboration assessment (see orig. for more details)
<b>Primary Focus of Study:</b>	Community governance
<b>Study Sponsors/Funders:</b>	Academic institution
<b>Target Population(s):</b>	Community members, local government, social service agencies, program administrators
<b>Type of Study:</b>	Implementation process, program evaluation, policy impact, front line management/practice, assessment of community collaboration
<b>Theoretical Framework Guiding Study:</b>	Civil society and policy implementation literatures
<b>Study Design:</b>	<b>Data collection technique:</b> Case study <b>Analysis:</b> <i>Descriptive, analytic, statistical</i>
	<b>Length:</b> Longitudinal
<b>Sample Size and Design:</b>	<b>Size:</b> 6 counties <b>Design:</b> Purposefully selected for an urban/rural mix
<b>Study Duration</b>	February 1997 - ?
<b>Variables or Indicators measured:</b>	<b>Demographics:</b> high school graduation rates, teen pregnancy rates, unemployment rates (unit of analysis is county)
<b>Measurement Tools:</b>	Program descriptions/documents, census data, interviews w/ community stakeholders

## **Reform Neighborhood Impact Study**

***Welfare Reform Neighborhood Impact Study*** is sponsored by a private foundation (RAND) and began in June of 1998 research on the impact of CalWORKs that will run through April 2001. This research is designed to understand how institutions such as businesses, health and human service agencies, schools and public bureaucracies will respond to the new environment created by welfare. The theoretical perspective guiding the research is ecological. Community attitudes and resources are the primary and exclusive focus of this study.

The target population of interest includes the community surrounding South Central, Los Angeles and particularly, the direct service providers, businesses, schools, police, churches, employers and other public sector bureaucracies in the communities. The study design includes the implementation of various forms of research methods i.e., case studies (10 organizations), focus groups (100 organizations), and survey questionnaires for 50 organizations. Additional data will come from client records (statistics), and funding resource, allocation records, program descriptions, and documents.

<b>Organization:</b>	University of Southern California, School of Social Work
<b>Principal Investigator(s):</b>	Rino Patti, Susan Smith
<b>Contact:</b>	Julie Absey MRF 0411 Los Angeles, CA 90089 (213) 740-0285 <a href="mailto:rpatti@usc.edu">rpatti@usc.edu</a>
<b>Geographic Region(s):</b>	South Central Los Angeles
<b>Study Purpose:</b>	The project aims to understand how institutions such as businesses, health and human service agencies, schools and public bureaucracies will respond to the new environment created by welfare (see attached).
<b>Primary Focus of Study:</b>	Impact on neighborhood organizations
<b>Study Sponsors/Funders:</b>	Private foundation
<b>Target Population(s):</b>	Direct service/care providers, social service agencies, business schools, police, churches, employers, public bureaucracies
<b>Type of Study:</b>	Policy impact
<b>Theoretical Framework Guiding Study:</b>	Ecological/organizational
<b>Study Design:</b>	<b>Data collection techniques:</b> Case study, focus groups, survey, historical analysis <b>Length:</b> Longitudinal
<b>Sample Size and Design:</b>	<b>Size:</b> 101-250: Survey questionnaire -- 50 organizations; case study -- 10 organizations; Focus group -- 100 organizations



	<b>Design:</b> Purposefully selected for specific criteria
<b>Study Duration</b>	June 1, 1998 - May 30, 2000
<b>Variables or Indicators measured:</b>	<b>Job Status and Job-Related Resources:</b> Incentives for employers to hire TANF recipients, available government subsidized resources, availability of other community resources, impact of TANF on private sector, impact of TANF on non-profit sector
<b>Measurement Tools:</b>	Client statistics, funding resources/allocation, program descriptions and documents, state/county welfare office records, local service agency records, police/prison records, survey of available voluntary resources, survey questionnaire (non-standardized)

**Employment: Transportation and Wages (*formal title not provided*)**

This is a study being conducted at UCLA's Lewis Center for Regional Policy Center by Paul Ong and Evelyn Blumenberg. It is three-year policy impact and policy outcome study that is in the planning and data collecting stages. The primary focus of the study is on transportation and wages/wage structure and its primary purpose is to monitor and evaluate employment outcomes. The target population is new applicants to welfare and administrative data will be used to monitor and evaluate progress. The study will be empirical (involving statistical analysis of the data).

<b>Organization:</b>	UCLA Lewis Center for Regional Policy
<b>Principal Investigator(s):</b>	Paul Ong, Evelyn Blumenberg
<b>Contact:</b>	Paul Ong <a href="mailto:Pmong@ucla.edu">Pmong@ucla.edu</a>
<b>Geographic Region(s):</b>	N/A
<b>Study Purpose:</b>	To monitor and evaluate employment outcomes
<b>Primary Focus of Study:</b>	Transportation, wages/wage structure
<b>Study Sponsors/Funders:</b>	N/A
<b>Target Population(s):</b>	Welfare – new applicants
<b>Type of Study:</b>	Policy impact, outcome
<b>Theoretical Framework Guiding Study:</b>	N/A
<b>Study Design:</b>	Use administrative data to monitor and evaluate
<b>Sample Size and Design:</b>	Administrative data
<b>Study Duration</b>	About 3 years
<b>Variables or Indicators measured:</b>	<b>Demographics:</b> race/ethnicity, age of mother, age of children, number of children, citizenship status, employment status <b>Family Resources:</b> employment income <b>Job Status and Job Related Resources:</b> stability of recipient job record, transportation/type, child care/type, job availability, what jobs received
<b>Measurement Tools:</b>	N/A

**APPENDIX A: CALIFORNIA FAMILY IMPACT SEMINAR: 1998 WELFARE  
REFORM SURVEY QUESTIONNAIRE OF CALIFORNIA STUDIES**



## Appendix A: California Family Impact Seminar: 1998 Welfare Reform survey questionnaire of California Studies

### Please Complete One Survey For Each Study

<b>1. a.) Contact Name</b> _____ <b>b.) Person Completing Form</b> _____ <b>c.) Organization</b> _____ <b>d.) Address</b> _____ <b>e.) E-mail</b> _____ <b>f.) Phone</b> _____ <b>g.) Fax</b> _____ <b>h.) Study Title</b> _____ <b>i.) Principal Investigator(s)</b> _____ <b>j.) Geographic area(s) under study (region/city/county)</b> _____ <b>k.) Study duration: Starting date</b> _____ <b>Ending date</b> _____
<b>2. Study purpose</b>
<b>3. Intended audience</b>
<b>4. Study status (check one and provide completion date)</b> <input type="checkbox"/> <b>a.</b> Planning stage <input type="checkbox"/> <b>b.</b> Collecting data Phase <input type="checkbox"/> <b>c.</b> Analyzing Data/Imminent Findings <input type="checkbox"/> <b>d.</b> Study Completed <input type="checkbox"/> <b>e.</b> Date(s): _____
<b>5. Type of study (check all that apply)</b> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"> <input type="checkbox"/> <b>a.</b> implementation process  <input type="checkbox"/> <b>b.</b> program evaluation  <input type="checkbox"/> <b>c.</b> policy impact  <input type="checkbox"/> <b>d.</b> client satisfaction  <input type="checkbox"/> <b>m.</b> Other (please specify) _____         </div> <div style="width: 33%;"> <input type="checkbox"/> <b>e.</b> client progress  <input type="checkbox"/> <b>f.</b> service utilization  <input type="checkbox"/> <b>g.</b> "at risk" assessment  <input type="checkbox"/> <b>h.</b> client evaluation         </div> <div style="width: 33%;"> <input type="checkbox"/> <b>i.</b> outcome  <input type="checkbox"/> <b>j.</b> cost benefit  <input type="checkbox"/> <b>k.</b> front line management/practice  <input type="checkbox"/> <b>l.</b> policy impact         </div> </div>
<b>6. Primary focus of study (check all that apply)</b> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"> <input type="checkbox"/> <b>a.</b> income security/TANF  <input type="checkbox"/> <b>b.</b> job training efforts  <input type="checkbox"/> <b>c.</b> child support  <input type="checkbox"/> <b>d.</b> child care  <input type="checkbox"/> <b>e.</b> food stamps  <input type="checkbox"/> <b>f.</b> Medicaid/Medi-Cal  <input type="checkbox"/> <b>g.</b> transportation  <input type="checkbox"/> <b>h.</b> education         </div> <div style="width: 33%;"> <input type="checkbox"/> <b>i.</b> housing/homelessness  <input type="checkbox"/> <b>j.</b> child abuse/  <input type="checkbox"/> <b>k.</b> foster care placement  <input type="checkbox"/> <b>l.</b> neglect  <input type="checkbox"/> <b>m.</b> gang involvement of dependent(s)  <input type="checkbox"/> <b>n.</b> neighborhood/community  <input type="checkbox"/> <b>o.</b> drug/alcohol abuse/treatment  <input type="checkbox"/> <b>w.</b> Other (please specify): _____         </div> <div style="width: 33%;"> <input type="checkbox"/> <b>p.</b> mental illness  <input type="checkbox"/> <b>q.</b> adoption  <input type="checkbox"/> <b>r.</b> domestic violence  <input type="checkbox"/> <b>s.</b> SSI for children  <input type="checkbox"/> <b>t.</b> school dropout  <input type="checkbox"/> <b>u.</b> teen parents  <input type="checkbox"/> <b>v.</b> wages/ wage structure         </div> </div>
<b>7. Theoretical or conceptual framework(s) guiding study (e.g., ecological, Piaget &amp; Erikson's Developmental Theory, functionalism, etc.)</b>

\*This survey is based in part on the survey instrument being utilized by Research Forum at Columbia University

**8. Study sponsor (S) and/or funder (F) (use (B) to indicate both)**

*Please specify:* \_\_\_\_\_

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> a. Federal government                | <input type="checkbox"/> e. School (K-12)               | <input type="checkbox"/> i. Private organization     |
| <input type="checkbox"/> b. State government                  | <input type="checkbox"/> f. Academic institution        | <input type="checkbox"/> j. Professional association |
| <input type="checkbox"/> c. County government                 | <input type="checkbox"/> g. Independent research center | <input type="checkbox"/> k. Provider association     |
| <input type="checkbox"/> d. City government                   | <input type="checkbox"/> h. Private foundation          | <input type="checkbox"/> l. Advocacy group           |
| <input type="checkbox"/> m. Other type (please specify) _____ |   |  |

**9. Study design (Please check all that apply or enclose a brief description of your research design.)**

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> a. Case study                   | <input type="checkbox"/> g. Survey                                  | <input type="checkbox"/> m. Descriptive    |
| <input type="checkbox"/> b. Ethnographic study           | <input type="checkbox"/> h. Historical analysis                     | <input type="checkbox"/> n. Analytic       |
| <input type="checkbox"/> c. Using comparison groups      | <input type="checkbox"/> i. Quasi experimental (Pre-test/post test) | <input type="checkbox"/> o. Statistical    |
| <input type="checkbox"/> d. Focus groups                 | <input type="checkbox"/> j. Experimental                            | <input type="checkbox"/> p. Empirical      |
| <input type="checkbox"/> e. Participant observation      | <input type="checkbox"/> k. Content analysis                        | <input type="checkbox"/> q. Multiple stage |
| <input type="checkbox"/> f. Policy analysis              | <input type="checkbox"/> l. One point-in-time                       | <input type="checkbox"/> r. Longitudinal   |
| <input type="checkbox"/> s. Other (Please specify) _____ |   |  |

**10. Target Population (Please check all that apply)**

- |   |   |
|---|---|
| <input type="checkbox"/> a. Welfare –new applicants                   | <input type="checkbox"/> n. Persons with substance abuse problems |
| <input type="checkbox"/> b. Persons diverted from welfare             | <input type="checkbox"/> o. Immigrants                            |
| <input type="checkbox"/> c. Recipients/participants/clients           | <input type="checkbox"/> p. Native Americans                      |
| <input type="checkbox"/> d. Former recipients ("who leave the rolls") | <input type="checkbox"/> q. Domestic violence /survivors          |
| <input type="checkbox"/> e. Single-parent families                    | <input type="checkbox"/> r. Fathers                               |
| <input type="checkbox"/> f. Two-parent families                       | <input type="checkbox"/> s. Children                              |
| <input type="checkbox"/> g. Non-custodial parents                     | <input type="checkbox"/> t. Local government                      |
| <input type="checkbox"/> h. Pregnant/parenting teens                  | <input type="checkbox"/> u. Social service agencies               |
| <input type="checkbox"/> i. Low-wage workers                          | <input type="checkbox"/> v. Welfare caseworkers/managers          |
| <input type="checkbox"/> j. Direct Service/Care providers             | <input type="checkbox"/> w. Recipient's Extended family           |
| <input type="checkbox"/> k. Community members                         | <input type="checkbox"/> x. Friends of recipients                 |
| <input type="checkbox"/> l. General population                        | <input type="checkbox"/> y. Program Administrators                |
| <input type="checkbox"/> m. The working poor                          | <input type="checkbox"/> z. Program Staff/Service Providers       |
| <input type="checkbox"/> aa. Other, please specify: _____             |   |

**11. Sample type and size, unit of analysis (Check all that apply and specify, or enclose a brief description of your sampling design).**

**a.** What is your Sample Size?:

- |                                       |                                       |   |  |
|---------------------------------------|---------------------------------------|---|--|
| <input type="checkbox"/> 1. (1-50)    | <input type="checkbox"/> 4. (251-400) | <input type="checkbox"/> 7. (701-850)     | <input type="checkbox"/> 10. (1,501-2,000) |
| <input type="checkbox"/> 2. (51-100)  | <input type="checkbox"/> 5. 401-550)  | <input type="checkbox"/> 8. (851-1,000)   | <input type="checkbox"/> 11. (2,001-3,000) |
| <input type="checkbox"/> 3. (101-250) | <input type="checkbox"/> 6. (551-700) | <input type="checkbox"/> 9. (1,000-1,500) | <input type="checkbox"/> 12. (over 3,001)  |

**b.** How are you drawing your sample?

- |   |       |
|---|-------|
| <input type="checkbox"/> 1. Random sample                               | _____ |
| <input type="checkbox"/> 2. Purposefully selected for specific criteria | _____ |
| <input type="checkbox"/> 3. Stratified sample                           | _____ |
| <input type="checkbox"/> 4. Other                                       | _____ |

Comments: \_\_\_\_\_

**12. What specific indicator and/or variable are you measuring and what measurement tool/sources are you using?**

- Listed in the columns on the left are examples of variables (by category) that might be used in a welfare study. **Please check the boxes of the variables that apply to your specific study.***
- Listed in the far right column are examples of possible measurement tools or locations for measures of variables listed in each category. **Please note the corresponding number for each variable in your study in the blanks next to the variables you are using to measure.***

**A. Demographics** *check all (1) variables/constructs and (2) note all measurements/sources that apply***1. Variable(s) / Construct(s)** *Check all that apply*

- |   |         |
|---|---------|
| <input type="checkbox"/> a. education/attainment          | a. ____ |
| <input type="checkbox"/> b. race/ethnicity                | b. ____ |
| <input type="checkbox"/> c. age of mother                 | c. ____ |
| <input type="checkbox"/> d. age of father (of each child) | d. ____ |
| <input type="checkbox"/> e. age of children               | e. ____ |
| <input type="checkbox"/> f. number of children            | f. ____ |
| <input type="checkbox"/> g. teen birth                    | g. ____ |
| <input type="checkbox"/> h. citizenship status            | h. ____ |
| <input type="checkbox"/> i. marital/ non-marital birth    | i. ____ |
| <input type="checkbox"/> j. employment status             | j. ____ |
| <input type="checkbox"/> k. Other(s) ( please specify)    | k. ____ |

**2. Measurement Tool(s) or Source(s)** *Choose from the following choices in addition to choices in subsequent categories*

1. Parent recipient interview or questionnaire
2. Child recipient interview or questionnaire
3. Program staff interview or questionnaire
4. Adult case records
5. Child case records

Administrative/fiscal data (please name)

6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

9. Program descriptions & documents
10. Census data

Standardized research instrument (specify)

11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_

Other(s) (specify)

14. \_\_\_\_\_
15. \_\_\_\_\_

**B. Family Resources** *check all (1) variables/constructs and (2) note all measurements/sources that apply***1. Variable(s) / Construct(s)** *Check all that apply*

- |   |         |
|---|---------|
| <input type="checkbox"/> a. <u>Total Income</u> (gifts, welfare-cash/in kind, wages, help from family members, child support, child care subsidy ,transportation subsidy) | a. ____ |
| <input type="checkbox"/> b. <u>Expenses</u> (housing, child care, food, clothing, utilities, medical, etc.)   | b. ____ |
| <input type="checkbox"/> c. <u>Medicaid/Cal/other gov't program</u>   | c. ____ |
| <input type="checkbox"/> d. <u>Other Health care</u>  | d. ____ |
| <input type="checkbox"/> e. <u>Informal Child Care/Transportation</u>   | e. ____ |
| <input type="checkbox"/> f. <u>Type of resources used</u> (TANF, SSI, food stamps, food/clothes closets, churches, school programs, health clinics, foster care, etc.)    | f. ____ |
| <input type="checkbox"/> g. <u>Stability of Income</u>  | g. ____ |

Other(s) (specify)

- |                                   |         |
|-----------------------------------|---------|
| <input type="checkbox"/> h. _____ | h. ____ |
| <input type="checkbox"/> i. _____ | i. ____ |
| <input type="checkbox"/> j. _____ | j. ____ |

**2. Measurement Tool(s) or Source(s)** *Choose from the examples listed above in Section A in addition to the following:*

16. Family Member interview or questionnaire
17. State/County Welfare Office Records
18. Records of weekly/monthly earnings
19. Program Accounting Data Records
20. Key Informants (specify) \_\_\_\_\_
21. Local Service Agency Records
22. Report data on Transitional Child Care Supports
23. Child Care Subsidy Records
24. Housing Support Agency records
25. School records

Other (specify)

26. \_\_\_\_\_
27. \_\_\_\_\_
28. \_\_\_\_\_

<b>C. Quality of Child Care</b> <i>check all (1) variables/constructs and (2) note all measurements/sources that apply</i>		
<b>1. Variable(s) / Construct(s) Check all that apply</b> <input type="checkbox"/> a. Type, Accessibility & Extent <input type="checkbox"/> b. Distance to child care provider <input type="checkbox"/> c. Part-day/all-day <input type="checkbox"/> d. Evening & emergency providers <input type="checkbox"/> e. Special need children <input type="checkbox"/> f. Infant care <input type="checkbox"/> g. Teacher to child ratio <input type="checkbox"/> h. Developmental/educational component <input type="checkbox"/> i. Subsidized <input type="checkbox"/> j. Licensed/Trained <input type="checkbox"/> k. Parent Perception of Quality <input type="checkbox"/> l. Stability of Child Care  Other (specify) <input type="checkbox"/> m. _____ <input type="checkbox"/> n. _____ <input type="checkbox"/> o. _____	a. ____ b. ____ c. ____ d. ____ e. ____ f. ____ g. ____ h. ____ i. ____ j. ____ k. ____ l. ____  m. ____ n. ____ o. ____	<b>2. Measurement Tool(s) or Source(s) Choose from the examples listed above in A and B, in addition to the following:</b>  26. Interview or questionnaire with Child Care Providers Other (specify) 27. _____ 28. _____

<b>D. Socioeconomic Status of Family</b> <i>check all (1) variables/constructs and (2) note all measurements/sources that apply</i>		
<b>1. Variable(s) / Construct(s) Check all that apply</b> <input type="checkbox"/> a. Poverty (degree, length of time, generational patterns) <input type="checkbox"/> b. Parental occupation (when employed) <input type="checkbox"/> c. Mobility <input type="checkbox"/> d. History of incarceration <input type="checkbox"/> e. Shared housing  Other (specify) <input type="checkbox"/> f. _____ <input type="checkbox"/> g. _____ <input type="checkbox"/> h. _____	a. ____ b. ____ c. ____ d. ____ e. ____  f. ____ g. ____ h. ____	<b>2. Measurement Tool(s) or Source(s) Choose from the examples listed above in A-C, in addition to the following:</b>  32. Police or Prison Records 33. Employment Records Other (specify) 34. _____ 35. _____

<b>E. Family Formation</b> <i>check all (1) variables/constructs and (2) note all measurements/sources that apply</i>		
<b>1. Variable(s) / Construct(s) Check all that apply</b> <input type="checkbox"/> a. Number of adults living in home <input type="checkbox"/> b. Single/dual parents <input type="checkbox"/> c. Number of subsequent births <input type="checkbox"/> d. Marital status/cohabitation <input type="checkbox"/> e. Kinship patterns <input type="checkbox"/> f. Multigenerational household <input type="checkbox"/> g. Adoption/relinquishment <input type="checkbox"/> h. Emancipation of adolescents <input type="checkbox"/> i. Family Planning <input type="checkbox"/> j. Foster care <input type="checkbox"/> k. Sibling relationships <input type="checkbox"/> l. Neighborhood tenure <input type="checkbox"/> m. Community Context <input type="checkbox"/> n. Presence of bio/non-biological father <input type="checkbox"/> o. Changes in marital status or cohabitation	a. ____ b. ____ c. ____ d. ____ e. ____ f. ____ g. ____ h. ____ i. ____ j. ____ k. ____ l. ____ m. ____ n. ____ o. ____	<b>2. Measurement Tool(s) or Source(s) Choose from the examples listed above in A-D in addition to the following:</b>  36. Eco-Map 37. Field Research Notes 38. Community member interview or questionnaire 39. Foster care/Adoption Records 40. Interview with Foster care/Adoption staff or survey questionnaire 41. Survey of father/father's families 42. Survey of grandparents



<b>E. Family Formation <i>check all (1) variables/constructs and (2) note all measurements/sources that apply</i></b>		
<b>1. Variable(s) / Construct(s) <i>Check all that apply</i></b> <input type="checkbox"/> p. Child/family living arrangements <input type="checkbox"/> q. Support from Child's father's family <input type="checkbox"/> r. Role of grandparents <input type="checkbox"/> s. History of Out-of-Home Placement of Child (Incidence, Cause, Duration)  Other (Specify) <input type="checkbox"/> t. _____ <input type="checkbox"/> u. _____ <input type="checkbox"/> v. _____	p. ____ ____ ____ ____ q. ____ ____ ____ ____ r. ____ ____ ____ ____ s. ____ ____ ____ ____  t. ____ ____ ____ ____ u. ____ ____ ____ ____ v. ____ ____ ____ ____	<b>2. Measurement Tool(s) or Source(s) <i>Choose from the examples listed above in A-D in addition to the following:</i></b>  43. Other (specify) 44. _____ 45. _____
<b>F. Parenting Attitudes and Practices <i>check all (1) variables/constructs and (2) note all measurements/sources that apply</i></b>		
<b>1. Variable(s) / Construct(s) <i>Check all that apply</i></b> <input type="checkbox"/> a. Parents' mobilization of resources (i.e., care pools, sports teams, community activities) <input type="checkbox"/> b. Non custodial parental involvement <input type="checkbox"/> c. Extended family involvement <input type="checkbox"/> d. Parental monitoring (knowledge of friends, whereabouts, time use, etc) <input type="checkbox"/> e. Regular routines <input type="checkbox"/> f. Parental involvement in school <input type="checkbox"/> g. Recreational time w/ children <input type="checkbox"/> h. Role modeling (work, education) <input type="checkbox"/> i. Parenting classes/practices <input type="checkbox"/> j. Social support for parents <input type="checkbox"/> k. Communication patterns <input type="checkbox"/> l. Chores done by child <input type="checkbox"/> m. Cognitive stimulation <input type="checkbox"/> n. Community involvement <input type="checkbox"/> o. Aggravation in parenting <input type="checkbox"/> p. Discipline (consistency, reasoning & quality of supportiveness for child)  Other (Specify) <input type="checkbox"/> m. _____ <input type="checkbox"/> n. _____ <input type="checkbox"/> o. _____	a. ____ ____ ____ ____ b. ____ ____ ____ ____ c. ____ ____ ____ ____ d. ____ ____ ____ ____  e. ____ ____ ____ ____ f. ____ ____ ____ ____ g. ____ ____ ____ ____ h. ____ ____ ____ ____ i. ____ ____ ____ ____ j. ____ ____ ____ ____ k. ____ ____ ____ ____ l. ____ ____ ____ ____ m. ____ ____ ____ ____ n. ____ ____ ____ ____ o. ____ ____ ____ ____ p. ____ ____ ____ ____  m. ____ ____ ____ ____ n. ____ ____ ____ ____ o. ____ ____ ____ ____	<b>2. Measurement Tool(s) or Source(s) <i>Choose from the examples listed above in A-E, in addition to the following:</i></b>  46. Direct observations or child interactions 47. Non custodial interview or questionnaire 48. Survey of Child Care Providers 49. NLSY HOME-SF (emotional support & cognitive Stimulation Scales) 50. Developmental Assessments of child 51. School Staff Interview or questionnaire 52. CPS reports 53. Survey data of Staff from Domestic Violence Treatment centers  Other (Specify) 54. _____ 55. _____
<b>G. Housing/Homelessness <i>check all (1) variables/constructs and (2) note all measurements/sources that apply</i></b>		
<b>1. Variable(s) / Construct(s) <i>Check all that apply</i></b> <input type="checkbox"/> a. # of moves <input type="checkbox"/> b. # evictions <input type="checkbox"/> c. Days/ month spent Homeless <input type="checkbox"/> d. Renter Status <input type="checkbox"/> e. Section 8 eight housing <input type="checkbox"/> f. Other Public Housing/Subsidy <input type="checkbox"/> g. Home ownership, if any <input type="checkbox"/> h. Recipient perception of quality of and adequacy of housing  Other (specify) <input type="checkbox"/> i. _____ <input type="checkbox"/> j. _____ <input type="checkbox"/> k. _____	a. ____ ____ ____ ____ b. ____ ____ ____ ____ c. ____ ____ ____ ____ d. ____ ____ ____ ____ e. ____ ____ ____ ____ f. ____ ____ ____ ____ g. ____ ____ ____ ____ h. ____ ____ ____ ____  i. ____ ____ ____ ____ j. ____ ____ ____ ____ k. ____ ____ ____ ____	<b>2. Measurement Tool(s) or Source(s) <i>Choose from the examples listed above in A-F, in addition to the following:</i></b>  56. Records of Housing Assistance Programs 57. Land Lord interview or questionnaire 58. Local Shelter interviews or questionnaire 59. County Housing Records  60. Other (Specify) 61. _____ 62. _____

<b>H. Recipient Job Prep Knowledge, Beliefs, Values &amp; Resources</b> <i>check all (1) variables/constructs and (2) note all measurements/sources that apply</i>		
<b>1. Variable(s) / Construct(s)</b> <i>Check all that apply</i>  <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> a. Attitude toward Welfare  <input type="checkbox"/> b. Knowledge of Welfare reform changes  <input type="checkbox"/> c. Job skills (hard, vocational trade soft, workplace etiquette, etc.)  <input type="checkbox"/> d. Work history (type of work when employed)  <input type="checkbox"/> e. Reason for job loss  <input type="checkbox"/> f. Generational work patterns  <input type="checkbox"/> g. Attitude toward working  <input type="checkbox"/> h. Work ethic  <input type="checkbox"/> i. Time table for job preparation  <input type="checkbox"/> j. Problem solving skills  <input type="checkbox"/> k. Attitude toward job training  <input type="checkbox"/> l. Self Confidence  <input type="checkbox"/> m. Career &amp; Educational aspirations  <input type="checkbox"/> n. Recipient Perception of human assistance services and providers  <input type="checkbox"/> o. Job training services  <input type="checkbox"/> p. Vocational licenses  <input type="checkbox"/> q. Literacy Training, ESL, GED  <input type="checkbox"/> r. Recipient perception of adequacy of transportation support                      Other (Specify)  <input type="checkbox"/> s. _____  <input type="checkbox"/> t. _____  <input type="checkbox"/> u. _____                 </div> <div style="width: 45%;">                     a. ____ ____ ____ ____                      b. ____ ____ ____ ____                      c. ____ ____ ____ ____                      d. ____ ____ ____ ____                      e. ____ ____ ____ ____                      f. ____ ____ ____ ____                      g. ____ ____ ____ ____                      h. ____ ____ ____ ____                      i. ____ ____ ____ ____                      j. ____ ____ ____ ____                      k. ____ ____ ____ ____                      l. ____ ____ ____ ____                      m. ____ ____ ____ ____                      n. ____ ____ ____ ____                      o. ____ ____ ____ ____                      p. ____ ____ ____ ____                      q. ____ ____ ____ ____                      r. ____ ____ ____ ____                      s. ____ ____ ____ ____                      t. ____ ____ ____ ____                      u. ____ ____ ____ ____                 </div> </div>		

<b>J. Adult Health &amp; Developmental Status</b> <i>check all (1) variables/constructs and (2) note all measurements/sources that apply</i>		
<b>1. Variable(s) / Construct(s) Check all that apply</b> <div style="margin-top: 10px;"> <input type="checkbox"/> a. Developmental disabilities  <input type="checkbox"/> b. Chronic health problems  <input type="checkbox"/> c. Accidents, injuries &amp; disabilities  <input type="checkbox"/> d. # sick days  <input type="checkbox"/> e. Incidence of Mental illness/Kind  <input type="checkbox"/> f. Incidence of Chemical dependency  <input type="checkbox"/> g. Nutritional status/# days hungry  <input type="checkbox"/> h. Maternal depression  <input type="checkbox"/> i. Health access (prevention, urgency)  <input type="checkbox"/> j. Self Esteem of Parent Recipient  <input type="checkbox"/> k. Stress Level of Parent Recipient </div> <div style="margin-top: 10px;">           Other (Specify)  <input type="checkbox"/> l. _____  <input type="checkbox"/> m. _____  <input type="checkbox"/> n. _____ </div>	<div style="margin-top: 10px;">           a. ____ ____ ____ ____            b. ____ ____ ____ ____            c. ____ ____ ____ ____            d. ____ ____ ____ ____            e. ____ ____ ____ ____            f. ____ ____ ____ ____            g. ____ ____ ____ ____            h. ____ ____ ____ ____            i. ____ ____ ____ ____            j. ____ ____ ____ ____            k. ____ ____ ____ ____              l. ____ ____ ____ ____            m. ____ ____ ____ ____            n. ____ ____ ____ ____ </div>	<b>2. Measurement Tool(s) or Source(s) Choose from the examples listed above in A-I, in addition to the following:</b> <div style="margin-top: 10px;">           77. Survey of Adult Health Care and Mental Health Care Providers            78. Self Esteem Measurement Instrument (please specify): _____            79. Stress Measurement Instrument (please specify): _____            80. Other (specify)            81. _____            82. _____ </div>

<b>K. Community Attitudes and Resources</b> <i>check all (1) variables/constructs and (2) note all measurements/sources that apply</i>		
<b>1. Variable(s) / Construct(s) Check all that apply</b> <div style="margin-top: 10px;"> <input type="checkbox"/> a. Community Attitudes toward TANF recipients  <input type="checkbox"/> b. Incentives for employers to hire TANF recipients  <input type="checkbox"/> c. Available government subsidized resources (health clinics (distance), substance abuse treatment availability, mental health treatment (local, district))  <input type="checkbox"/> d. Availability of other community resources (i.e. park/recreation programs...)  <input type="checkbox"/> e. Recipient perception of community support </div> <div style="margin-top: 10px;">           Other (Specify)  <input type="checkbox"/> f. _____  <input type="checkbox"/> g. _____  <input type="checkbox"/> h. _____ </div>	<div style="margin-top: 10px;">           a. ____ ____ ____ ____            b. ____ ____ ____ ____            c. ____ ____ ____ ____            d. ____ ____ ____ ____            e. ____ ____ ____ ____            f. ____ ____ ____ ____            g. ____ ____ ____ ____            h. ____ ____ ____ ____ </div>	<b>2. Measurement Tool(s) or Source(s) Choose from the examples listed above in A-I, in addition to the following:</b> <div style="margin-top: 10px;">           83. "Mapping Community Capacity" Inventory by McKnight &amp; Kretzmann            84. Federal Gov't Records            85. Survey of available voluntary resources(i.e. faith-based, food closets, etc.)            86. Other (specify)            87. _____            88. _____ </div>

<b>L. Child Health &amp; Developmental Status</b> <i>check all (1) variables/constructs and (2) note all measurements/sources that apply</i>		
<b>1. Variable(s) / Construct(s)</b> <i>Check all that apply</i> <input type="checkbox"/> a. Health at birth/History of health status <input type="checkbox"/> b. Low birth weight (age 0-5) <input type="checkbox"/> c. Emergency room visits <input type="checkbox"/> d. Immunizations <input type="checkbox"/> e. Morbidity/disease exposure <input type="checkbox"/> f. Environmental exposure <input type="checkbox"/> g. Child mortality <input type="checkbox"/> h. Prenatal care (age 0-5 only) <input type="checkbox"/> i. Health access (prevention, emergency) <input type="checkbox"/> j. Chronic health problems/# sick days <input type="checkbox"/> k. Mental illness (Incidence & kind) <input type="checkbox"/> l. Developmental disabilities <input type="checkbox"/> m. Chemical dependency <input type="checkbox"/> n. Nutritional status/# days hungry <input type="checkbox"/> o. Accidents/Injuries <input type="checkbox"/> p. Regularity of health care (Periods when child not covered)  Other (specify) <input type="checkbox"/> q. _____ <input type="checkbox"/> r. _____ <input type="checkbox"/> s. _____	a. ____ b. ____ c. ____ d. ____ e. ____ f. ____ g. ____ h. ____ i. ____ j. ____ k. ____ l. ____ m. ____ n. ____ o. ____ p. ____  q. ____ r. ____ s. ____	<b>2. Measurement Tool(s) or Source(s)</b> <i>Choose from the examples listed above in A-K, in addition to the following:</i>  89. Health Records 90. Survey of Child Health Care and 91. Mental Health Care Provider 92. Records of Environmental Agencies 93. Coroner's Records  Other (specify) 94. _____ 95. _____

<b>M. Social Adjustment/Behavior of Children</b> <i>check all (1) variables/constructs and (2) note all measurements/sources that apply</i>		
<b>1. Variable(s) / Construct(s)</b> <i>Check all that apply</i> <input type="checkbox"/> a. Behavior problems of child <input type="checkbox"/> b. Social skills of child/positive behavior <input type="checkbox"/> c. Confidence/self-esteem <input type="checkbox"/> d. Depression/mental health <input type="checkbox"/> e. Drug/alcohol/tobacco use <input type="checkbox"/> f. Fears, phobia, and anxiety <input type="checkbox"/> g. Child's employment vs. schooling <input type="checkbox"/> h. Substance abuse treatment <input type="checkbox"/> i. Other treatment <input type="checkbox"/> j. High School Graduation/GED <input type="checkbox"/> k. Teen pregnancy/abortion/child bearing <input type="checkbox"/> l. Gang membership <input type="checkbox"/> m. Institutionalization (criminal, mental health) <input type="checkbox"/> n. Juvenile justice/illegal activities <input type="checkbox"/> o. Status Offences  Other (Specify) <input type="checkbox"/> p. _____ <input type="checkbox"/> q. _____ <input type="checkbox"/> r. _____	a. ____ b. ____ c. ____ d. ____ e. ____ f. ____ g. ____ h. ____ i. ____ j. ____ k. ____ l. ____ m. ____ n. ____ o. ____  p. ____ q. ____ r. ____	<b>2. Measurement Tool(s) or Source(s)</b> <i>Choose from the examples listed above in A-L, in addition to the following:</i>  94. Teacher Interview or questionnaire 95. School Principal/Nurse/Counselor Observations, Interview/questionnaire 96. Child Self-Esteem Eval. (specify instrument used) _____  97. Other (specify): 98. _____ 99. _____

<b>N. Education of Child</b> <i>check all (1) variables/constructs and (2) note all measurements/sources that apply</i>		
<b>1. Variable(s) / Construct(s)</b> <i>Check all that apply</i> <input type="checkbox"/> a. Achievement tests <input type="checkbox"/> b. School Drop Out Incidence/age <input type="checkbox"/> c. Educational expectations and aspirations <input type="checkbox"/> d. Incidence of repeated grades, if any <input type="checkbox"/> e. Repeating a grade <input type="checkbox"/> f. School attendance <input type="checkbox"/> g. School engagement <input type="checkbox"/> h. School performance <input type="checkbox"/> i. Grades Completed <input type="checkbox"/> j. Performance compared to national standards & compared w/ rest of class <input type="checkbox"/> k. School Resources available to meet special needs (i.e. support for behavioral, emotional problems, Remedial Instruction, resources for Learning disability, speech & Physical, Occupational therapy, <input type="checkbox"/> l. Characteristics of teacher (i.e. educational experience, full/part time) <input type="checkbox"/> m. Teacher/pupil ratio, class size, school size <input type="checkbox"/> n. Mobility of child to different Schools  Other (Specify) <input type="checkbox"/> o. _____ <input type="checkbox"/> p. _____ <input type="checkbox"/> q. _____	a. _____ b. _____ c. _____ d. _____ e. _____ f. _____ g. _____ h. _____ i. _____ j. _____ k. _____ l. _____ m. _____ n. _____ o. _____ p. _____ q. _____	<b>2. Measurement Tool(s) or Source(s)</b> <i>Choose from the examples listed above in A-M, in addition to the following:</i>  102. Child's School Records 103. National Survey of Children (NSC) 104. School Budget 105. School Program Records Other (specify) 106. _____ 107. _____
<b>O. Program Components</b> <i>check all (1) variables/constructs and (2) note all measurements/sources that apply</i>		
<b>1. Variable(s) / Construct(s)</b> <i>Check all that apply</i> <input type="checkbox"/> a. Standard of living <input type="checkbox"/> b. Family caps <input type="checkbox"/> c. Financial incentives (earning, disregards, asset limit, time limit, cash bonus for program completion, denial of benefits to felons/substance abusers, coverage of work-related expenses, deductions for business investments leading to self-employment <input type="checkbox"/> d. Program operations/requirements/implementation <input type="checkbox"/> e. Support services <input type="checkbox"/> f. Lower benefit reduction rate <input type="checkbox"/> g. Shelter allowance <input type="checkbox"/> h. Tax reduction/rebate (e.g. Earned Income Tax Credit) <input type="checkbox"/> i. Transitional income benefits <input type="checkbox"/> j. Utility allowance <input type="checkbox"/> k. Variation in components across sites <input type="checkbox"/> l. Service utilization <input type="checkbox"/> m. Efficiency in child support collection <input type="checkbox"/> n. Impact of Services to noncustodial parent on child support collection <input type="checkbox"/> o. Diversionary activities and impact Other (Specify) <input type="checkbox"/> p. _____ <input type="checkbox"/> q. _____ <input type="checkbox"/> r. _____	a. _____ b. _____ c. _____ d. _____ e. _____ f. _____ g. _____ h. _____ i. _____ j. _____ k. _____ l. _____ m. _____ n. _____ o. _____ p. _____ q. _____ r. _____	<b>2. Measurement Tool(s) or Source(s)</b> <i>Choose from the examples listed above in A-N, in addition to the following:</i>  Other (specify) 106. _____ 107. _____

**THANK YOU FOR YOUR PARTICIPATION IN THIS SURVEY.**



**APPENDIX B: FEDERAL PROVISIONS RELATING TO EVALUATION OF THE  
TEMPORARY ASSISTANCE FOR NEEDY FAMILIES (TANF)  
PROGRAM**





## **Appendix B: Federal Provisions relating to Evaluation of the Temporary Assistance for Needy Families (TANF) Program**

(from P.L. 104-193, the Personal Responsibility and Opportunity Reconciliation Act of 1996)

“SEC. 413. RESEARCH, EVALUATIONS, AND NATIONAL STUDIES.

“(a) RESEARCH- The Secretary shall conduct research on the benefits, effects, and costs of operating different State programs funded under this part, including time limits relating to eligibility for assistance. The research shall include studies on the effects of different programs and the operation of such programs on welfare dependency, illegitimacy, teen pregnancy, employment rates, child well-being, and any other area the Secretary deems appropriate. The Secretary shall also conduct research on the costs and benefits of State activities under section 409.

“(b) DEVELOPMENT AND EVALUATION OF INNOVATIVE APPROACHES TO REDUCING WELFARE DEPENDENCY AND INCREASING CHILD WELL-BEING-

“(1) IN GENERAL- The Secretary may assist States in developing, and shall evaluate, innovative approaches for reducing welfare dependency and increasing the well-being of minor children living at home with respect to recipients of assistance under programs funded under this part. The Secretary may provide funds for training and technical assistance to carry out the approaches developed pursuant to this paragraph.

“(2) EVALUATIONS- In performing the evaluations under paragraph (1), the Secretary shall, to the maximum extent feasible, use random assignment as an evaluation methodology.

“(c) DISSEMINATION OF INFORMATION- The Secretary shall develop innovative methods of disseminating information on any research, evaluations, and studies conducted under this section, including the facilitation of the sharing of information and best practices among States and localities through the use of computers and other technologies.

“(d) ANNUAL RANKING OF STATES AND REVIEW OF MOST AND LEAST SUCCESSFUL WORK PROGRAMS-

“(1) ANNUAL RANKING OF STATES- The Secretary shall rank annually the States to which grants are paid under section 403 in the order of their success in placing recipients of assistance under the State program funded under this part into long-term private sector jobs, reducing the overall welfare caseload, and, when a practicable method for calculating this information becomes available, diverting individuals from formally applying to the State program and receiving assistance. In ranking States under this subsection, the Secretary shall take into account the average number of minor children living at home in families in the State that have incomes below the poverty line and the amount of funding provided each State for such families.

“(2) ANNUAL REVIEW OF MOST AND LEAST SUCCESSFUL WORK PROGRAMS-

The Secretary shall review the programs of the 3 States most recently ranked highest under paragraph (1) and the 3 States most recently ranked lowest under paragraph (1) that provide parents with work experience, assistance in finding employment, and other work preparation activities and support services to enable the families of such parents to leave the program and become self-sufficient.

“(e) ANNUAL RANKING OF STATES AND REVIEW OF ISSUES RELATING TO OUT-OF-WEDLOCK BIRTHS-

“(1) ANNUAL RANKING OF STATES-

“(A) IN GENERAL- The Secretary shall annually rank States to which grants are made under section 403 based on the following ranking factors:

“(i) ABSOLUTE OUT-OF-WEDLOCK RATIOS- The ratio represented by--

“(I) the total number of out-of-wedlock births in families receiving assistance under the State program under this part in the State for the most recent fiscal year for which information is available; over

“(II) the total number of births in families receiving assistance under the State program under this part in the State for such year.

“(ii) NET CHANGES IN THE OUT-OF-WEDLOCK RATIO- The difference between the ratio described in subparagraph (A)(i) with respect to a State for the most recent fiscal year for which such information is available and the ratio with respect to the State for the immediately preceding year.

“(2) ANNUAL REVIEW- The Secretary shall review the programs of the 5 States most recently ranked highest under paragraph (1) and the 5 States most recently ranked the lowest under paragraph (1).

“(f) STATE-INITIATED EVALUATIONS- A State shall be eligible to receive funding to evaluate the State program funded under this part if--

“(1) the State submits a proposal to the Secretary for the evaluation;

“(2) the Secretary determines that the design and approach of the evaluation is rigorous and is likely to yield information that is credible and will be useful to other States, and

“(3) unless otherwise waived by the Secretary, the State contributes to the cost of the evaluation, from non-Federal sources, an amount equal to at least 10 percent of the cost of the evaluation.

“(g) FUNDING OF STUDIES AND DEMONSTRATIONS-

“(1) IN GENERAL- Out of any money in the Treasury of the United States not otherwise appropriated, there are appropriated \$15,000,000 for each fiscal year specified in section 403(a)(1) for the purpose of paying--

“(A) the cost of conducting the research described in subsection (a);

“(B) the cost of developing and evaluating innovative approaches for reducing welfare dependency and increasing the well-being of minor children under subsection (b);

“(C) the Federal share of any State-initiated study approved under subsection (f); and

“(D) an amount determined by the Secretary to be necessary to operate and evaluate demonstration projects, relating to this part, that are in effect or approved under section 1115 as of September 30, 1995, and are continued after such date.

“(2) ALLOCATION- Of the amount appropriated under paragraph (1) for a fiscal year--

“(A) 50 percent shall be allocated for the purposes described in subparagraphs (A) and (B) of paragraph (1), and

“(B) 50 percent shall be allocated for the purposes described in subparagraphs (C) and (D) of paragraph (1).

“SEC. 414. STUDY BY THE CENSUS BUREAU.

“(a) IN GENERAL- The Bureau of the Census shall expand the Survey of Income and Program Participation as necessary to obtain such information as will enable interested persons to evaluate the impact of the amendments made by title I of the Personal Responsibility and Work Opportunity Act of 1996 on a random national sample of recipients of assistance under State programs funded under this part and (as appropriate) other low income families, and in doing so, shall pay particular attention to the issues of out-of-wedlock birth, welfare dependency, the beginning and end of welfare spells, and the causes of repeat welfare spells.

“(b) APPROPRIATION- Out of any money in the Treasury of the United States not otherwise appropriated, there are appropriated \$10,000,000 for each of fiscal years 1996, 1997, 1998, 1999, 2000, 2001, and 2002 for payment to the Bureau of the Census to carry out subsection (a).

(g) GENERAL ACCOUNTING OFFICE REPORT- Not later than July 1, 1997, the Comptroller General of the United States shall prepare and submit to the committees described in subsection (b)(3), a report concerning the determinations made by each Secretary under subsection (c). Such report shall contain an analysis of the determinations made by each Secretary under subsection (c) and a determination as to whether further reductions in full-time equivalent positions are appropriate.

**APPENDIX C: STATE STATUTES RELATING TO EVALUATION OF THE  
CALIFORNIA WORK AND OPPORTUNITY FOR KIDS (CALWORKS)  
ACT AND RELATED PROGRAMS**



## **Appendix C: State Statutes relating to Evaluation of the California Work and Opportunity for Kids (Calworks) Act and related programs (from Chapter 270, Statutes of 1997)**

### CHAPTER 1.5. PERFORMANCE OUTCOME INCENTIVES MONITORING

10540. (a) It is the intent of the Legislature to implement Public Law 104-193 in such a manner as to do all of the following:

- (1) Reduce child poverty in the state.
- (2) Achieve the goals of Public Law 104-193, which include reducing dependence of needy parents on government benefits by promoting job preparation, work, and marriage; reducing out-of-wedlock births; and encouraging the formation and maintenance of two-parent families.
- (3) Meet the requirements of federal law.
- (b) It is further the intent of the Legislature to ensure that the implementation of Public Law 104-193 does not result in unanticipated outcomes that negatively affect child well-being, the demand for county general assistance, or the number of families affected by domestic violence.

10540.5. The department shall ensure that performance outcomes are monitored at the state and county levels in order to do all of the following:

- (a) Identify the extent to which the state and counties achieve the goals of Public Law 104-193.
- (b) Identify the extent to which unanticipated negative outcomes do or do not occur.
- (c) Meet the requirements of federal law.
- (d) Assist counties in tracking the effect of CalWORKs program implementation on aided families and on local communities.
- (e) Assist counties, the Legislature, and state agencies in determining what adjustments are required in the program.

10541. The department shall consult with experts in monitoring and research, and representatives of counties, the Legislature, and appropriate state agencies in the development and implementation of the system of performance outcomes, which shall include, but are not limited to, the following:

- (a) Success of welfare-to-work, including the rate of movement to employment, earnings for CalWORKs recipients and those who have left the CalWORKs program, and job retention rates. This shall include the extent to which recipients have obtained unsubsidized employment in each of their years on aid.
- (b) Rates of child support payment and collection.
- (c) Child well-being, including entries into foster care, at-risk births, school achievement, child poverty, and child abuse reports.
- (d) Changes in the demand for general assistance.
- (e) Supply, demand, and utilization of support services by CalWORKs recipients, including child care, transportation, mental health services, and substance abuse treatment.
- (f) The number of identified families affected by domestic violence.

10541.5. The department, in consultation with experts in research and program evaluation and representatives of counties, the Legislature, and appropriate state agencies, shall do both of the following, by March 1, 1998:

- (a) Identify methods by which to collect data on the outcomes set forth in Section 10541, using, to the extent possible, data that is available and does not require the establishment of new data collection processes at the county level.
- (b) Develop consistent data collection standards.

10541.7. Each county shall participate in monitoring performance outcomes by collecting and reporting data in the manner established by Section 10541.

10542. (a) Each county shall, as part of its CalWORKs plan, identify outcomes to be tracked on the local level that are in addition to any required to be tracked statewide. These outcomes shall be identified through a collaborative process that includes all local agencies and stakeholders concerned with the implementation of the CalWORKs program and its effects on local communities. The outcomes identified may reflect goals for CalWORKs implementation established by the local community, possible negative outcomes the local community wishes to monitor, or both.

(b) The process of local identification of outcomes shall be designed to contribute to greater collaboration among county public and private agencies that serve current and former CalWORKs recipients. The outcomes identified shall be those that can be tracked in a cost-effective manner. To the extent counties identify the same outcomes, the department shall provide technical assistance to ensure consistency among the counties.

(c) The outcomes that each county plans to monitor shall be included in its county CalWORKs plan. The plan shall identify the outcomes, the data the county intends to collect to monitor the outcomes, and the method of data collection the county intends to use.

10543. (a) Within six months of CalWORKs implementation, each county, in conjunction with the department, shall determine a baseline for the data to be collected to meet both state and local need. The baseline shall be used in subsequent years to determine whether or not the county's outcomes are improving.

(b) If a county fails to meet outcomes required by federal law, the county, in consultation with the department, shall develop and implement a corrective action plan.

(c) If outcomes have not improved over the baseline, the county and the department shall evaluate the reasons. To the extent the county and the department determine that county and state actions could positively influence the outcomes, they shall mutually develop and implement a corrective action plan.

(d) In both cases, the corrective action plan shall identify actions that shall be taken by the county and by appropriate state agencies.

#### Article 9. Evaluation of CalWORKs Program Implementation

11520. The State Department of Social Services shall ensure that a comprehensive, independent statewide evaluation of the CalWORKs program is undertaken and that accurate evaluative information is made available to the Legislature in a timely fashion.

11520.3. The department shall develop a research design to ensure a thorough evaluation of the direct and indirect effects of the CalWORKs program. Effects shall include, but not be limited to, employment, earnings, self-sufficiency, child care, child support, child well-being, family structure, and impacts on local government. Child well-being shall include entries into foster care, at-risk births, school achievement, child abuse reports, and rates of child poverty.

11520.5. The statewide evaluation shall be conducted by an independent evaluator or evaluators. It shall represent a clear delineation of the research questions and shall, through discrete reports issued at regular intervals, provide information regarding process, impacts, and analyses of the costs and benefits of the CalWORKs program.

11520.7. The department shall ensure that county demonstration projects and other innovative county approaches to CalWORKs program implementation are independently and rigorously evaluated and that findings are reported to the Legislature in a timely fashion. The evaluation of a county-specific program shall be developed in conjunction with the county and other appropriate agencies responsible for the local program.

11521. By July 1, 1998, the department shall revise data collection procedures used for quality control and caseload characteristic studies in order to respond to the data collection requirements of Public Law 104-193 and state law. The department shall develop common data definitions to be used by the counties, design common identifiers, and, to the extent possible, standardize state and county data collection infrastructure. The department shall accomplish the requirements of this section in consultation with experts in monitoring and research, representatives of counties, the Legislature, and appropriate state agencies.

11521.3. Evaluation of CalWORKs program implementation conducted or commissioned by the department shall, to the extent practical, use or build upon existing welfare data archives, including, but not limited to, the data bases and research completed to date as part of the Work Pays Demonstration Project authorized pursuant to Chapter 97 of the Statutes of 1992.

11521.5. The department shall have access and authority to obtain for tracking, monitoring, research and evaluation purposes to data collected by counties on recipients receiving cash aid, in-kind payments, or supportive services.

11521.7. The department shall continue the evaluation of Cal-Learn and issue a final report to the Legislature by July 1, 2000.

SEC. 159. Article 9.5 (commencing with Section 11525) is added to Chapter 2 of Part 3 of Division 9 of the Welfare and Institutions Code, to read:

Article 9.5. Interagency Data Development and Use

11525. (a) The department shall establish procedures to provide timely access to information on CalWORKs families to counties and researchers in a manner that maintains confidentiality of data while making it possible to undertake ongoing monitoring, research, and evaluation.

(b) (1) The department, with the cooperation of the University of California, shall establish a project to link longitudinal administrative data on individuals and families who are receiving benefits under the CalWORKs program, or have received benefits under the program within the last 10 years.

(2) All data shall be made available to a university center with the capability of linking it with other appropriate data to allow for ongoing assessment of program impact.

(3) The department shall ensure that information identifiable to individuals and families is removed so as to maintain strict confidentiality.

(4) The State Department of Health Services, the Employment Development Department, the Franchise Tax Board, the State Department of Education, and any other state or local governmental agency that collects information on aided families shall provide the department with the necessary data, if legally available.

SEC. 160. Article 9.7 (commencing with Section 11526) is added to Chapter 2 of Part 3 of Division 9 of the Welfare and Institutions Code, to read:

Article 9.7. Role of the University

11526. (a) The Legislature hereby requests the Regents of the University of California to establish and administer a program or programs to support welfare research and evaluation of the CalWORKs program.

(b) It is the intent of the Legislature that the program or programs established by the University of California:

(1) Establish a sponsored grants program to provide funding for interested researchers to undertake studies on important welfare-related issues. These grants shall be applied only to research projects requested by representatives of state and local government entities.

(2) Establish one or more Bureau of the Census secure data sites to link census and administrative data bases for ongoing research purposes.

(3) Use existing data archives to develop data sets appropriate for monitoring and evaluating the impacts of CalWORKs program implementation in California.

(4) Create and maintain public use data sets and make data available to researchers and members of the public to support welfare research and related human services research.

(5) Provide an ongoing capacity for supporting, conducting, and disseminating welfare policy research.

(6) Produce and maintain lists of researchers working with California welfare data or conducting research on public assistance in California.

(7) Review, edit, publish, and disseminate research and evaluation reports to state and local policymakers.

(8) Provide forums for the presentation of research findings and the discussion of research on welfare.

(9) Provide a location for welfare data archives and monitor ongoing funding for their upkeep.

Article 5. Child Support Assurance Demonstration Project

18241. It is the intent of the Legislature, in implementing federal welfare reform, to create a Child Support Assurance Demonstration Project that is consistent with the Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (P.L. 104-193) and that maximizes cost effectiveness while lifting children out of poverty. It is the intent of the Legislature that the program will secure financial stability for California's children through a guaranteed minimum level of financial support for the children of participating families, while at the same time encouraging custodial parents to be employed and noncustodial parents to financially support their children.

18242. (a) Upon application by a county board of supervisors, the department may approve demonstration projects in up to three counties to test models of child support assurance. One of the projects shall conform to the design contained in Sections 18244 to 18246, inclusive. The other two projects shall either test different models of child support assurance or may test the same model if the two counties in which that model is tested involve counties with different demographics.

(b) It is the intent of the Legislature that the purpose of the demonstration projects authorized by this article is to test child support assurance models as alternatives to welfare under which families with earnings and a child support order receive a guaranteed child support payment, in lieu of a grant under the CalWORKs program, from funds continuously appropriated for the CalWORKs program.

(c) A county may determine the maximum number of participants in that county, but not more than five percent of the county CalWORKs caseload or 8,000 persons, whichever is greater.

18243. The department shall develop research designs to ensure thorough evaluations of the child support assurance demonstration projects that shall include, but not be limited to, the impact of work participation rates of custodial parents, CalWORKs participation rates and costs, paternity and child support order establishment, and any other relevant information the director may require.

18244. (a) A family shall be eligible to participate under this article only if, at the time of application to participate in the child assurance program, the family is receiving, or has been determined to be eligible to receive, an aid grant under Chapter 2 (commencing with Section 11200) of Part 3.

(b) A family's participation under this article shall not affect its eligibility to receive Medi-Cal and child care benefits under Chapter 2 (commencing with Section 11200) of Part 3, if otherwise eligible.

18245. (a) A family shall be eligible to receive a child support assurance payment on behalf of a child only if the child's custodial parent has done all of the following:

(1) Assigned the child's right to collect child support to the state.

(2) Established paternity, obtained a child support order, and is using the services available under the state plan approved under Part D (commencing with Section 651) of Chapter 7 of Title 42 of the United States Code.

(3) Opted to participate in the child assurance program in lieu of cash assistance under this chapter or its successor program.

(b) (1) Except as provided in paragraph (2), as a condition of receiving a child support assurance payment under this article, a custodial parent shall also be required to do both of the following:

(A) Continue to provide all other relevant information that the applicant has that may be requested by the county. (B) Appear at required interviews, conference hearings, or legal proceedings, if notified in advance and an illness or emergency does not prevent attendance.

(2) A custodial parent shall not be required to comply with paragraph (1) when compliance would make it more difficult for a domestic violence victim to escape physical abuse or when cooperation would increase the risk of further violence or unfairly penalize the victim.

(c) In order to be eligible under this article, a child shall meet all of the following conditions:

(1) The child resides in the county.

(2) The child has a noncustodial parent living in the United States, or if not living in the United States, is subject to service of process by a state or territory of the United States.

(3) The child is under 18 years of age or, if enrolled in high school, under 19 years of age.

(4) The custodial parent is employed.

18246. (a) A child or children shall be eligible to continue to receive a child support assurance payment under this section only if the family's income is not more than 150 percent of the federal poverty level. For family income below the federal poverty level, the earned income disregard shall be 90 percent. For income between 100 percent and 150 percent of the federal poverty level, the earned income disregard shall be incrementally decreased until the assistance benefit reaches zero at 150 percent of the federal poverty level.

(b) In any month, the child shall receive the greater of the child support paid by the noncustodial parent or the assured amount as defined in subdivision (d) of Section 11535. In any month in which the noncustodial parent pays an amount of support less than the assured amount, the county shall retain the payment as reimbursement for the assured amount.

(c) For purposes of this article, the child support assurance payable to the custodial parent of one or more eligible children shall be the amount by which the support assurance payment exceeds the dollar value of the child support, if any, received on behalf of the family during the month from the noncustodial parent for the support of any eligible child or children.

(d) The monthly child support assurance payment shall be the sum of all of the following:

(1) Two hundred fifty dollars (\$250) for the first eligible child.

(2) One hundred twenty-five dollars (\$125) for the second eligible child, if any.

(3) Sixty-five dollars (\$65) for each subsequent eligible child, if any.



18247. (a) The state share of child support assurance payments under this article shall be paid in accordance with Section 15200.

(b) The county administrative cost for the operation of a child support assurance program shall be paid from the county's allocation provided under Sections 15204.2 and 15204.3.